



# **GRN 838: Gerontology Seminar GRN 839: Gerontology Internship**

## **Course Information**

Semester:	<b>Fall</b>	Professor:	<b>Dr. Darlene Yee-Melichar</b>
Year:	<b>2014</b>	Office:	<b>HSS 242</b>
Course #:	<b>GRN 838</b>	Phone:	<b>415-338-3558</b>
Section #:	<b>1</b>	E-mail:	<a href="mailto:dyee@sfsu.edu"><b>dyee@sfsu.edu</b></a>
Schedule #:			
# of Units:	<b>3</b>	Department:	<b>Gerontology</b>
Location:	<b>HSS 224</b>	Office:	<b>HSS 242</b>
Day(s):	<b>Wednesdays</b>	Phone:	<b>338-1684</b> Fax: <b>338-3556</b>
Time:	<b>1:10-4:00pm</b>	E-mail:	<b>sfsugero@sfsu.edu</b>
Office Hours:	<b>Mondays 3-4pm* Tuesdays 10am-12pm* Wednesdays 12-1pm* *By appointment only</b>	Web:	<a href="http://userwww.sfsu.edu/~dyee/"><b>http://userwww.sfsu.edu/~dyee/</b></a>

### **I. Bulletin Description**

GRN 838 (Gerontology Seminar): Group process in support of gerontology internship; fieldwork techniques; ethics and problem-solving.

GRN 839 (Gerontology Internship): Field internship in cooperation with a private/public profit or non-profit organization enabling students to acquire competencies and experiences required for professional responsibilities. Written critique of experience required.

GRN 838 and GRN 839 (Gerontology Seminar and Gerontology Internship) are designed as experiences in which students are given an opportunity to practice those attitudes, knowledge, and skills which they have learned as part of their professional preparation. It is a time in which San Francisco State University and the internship sites cooperate in exposing students to various experiences that they will encounter as members of the aging and health care systems. GRN 838 and 839 (Gerontology Seminar and Gerontology Internship) are structured experiences which allow students to assume, temporarily, roles of the aging and health professions.

## II. Learning Outcomes

The following are general learning outcomes that you will fulfill as a result of completing this course. The student will be capable of:

- 1) promoting human potential in the aging and health care communities;
- 2) advancing teaching and learning within the aging and health care environment;
- 3) making an effective contribution to the management of aging resources including the equitable and efficient delivery of health care services; and
- 4) assuming a temporary role within the aging and health care systems.

Specific learning outcomes will be described in the Learning Contract containing specific goals and objectives for each student.

## III. Course Structure

This course will be conducted primarily via weekly meetings with the Internship Preceptor and monthly seminars with the University Supervisor. In addition, students will be required to complete three assignments (Learning Contract; Progress Reports; and Evaluation Report) and an Exit Interview with the Internship Preceptor and/or University Supervisor.

## IV. Optional Texts/Readings

- Yee-Melichar, D. and Renwanz Boyle, A. Aging in Contemporary Society: Translating Research into Practice. Ann Arbor, MI: XanEdu Publishing, 2005.  
<http://www.xanedu.com/originalworks/yee>
- Yee-Melichar, D. and Renwanz Boyle, A. Minority Women's Health: Current Issues in Research, Education and Practice. Ann Arbor, MI: Copley Custom Textbooks, 2007.  
<http://www.xanedu.com/copley/yeeandboyle.shtml>
- Yee-Melichar, D., Renwanz Boyle, A. and Flores, C. Assisted Living Administration & Management: Effective Practices and Model Programs in Elder Care. New York, NY: Springer Publishing Company, 2010.  
<http://www.springerpub.com/product/9780826104663#.UCQxJaBQR-0>

## V. Course Requirements

### GERONTOLOGY INTERNSHIP STUDENT PLACEMENT

1. Assignment of a student to an internship site will be a joint endeavor. The University Supervisor, Internship Preceptor, and Internship Student will mutually agree on the planned experience.

2. The Internship Student must indicate his/her plan to enroll in the Gerontology Seminar/Gerontology Internship as soon as possible.
3. Student preference in assignments will be respected when conditions permit; however, quality of assignments will take preference over personal consideration.
4. The University Supervisor should insure that a Learning Contract exists with the internship site.
5. The Learning Contract should be completed within 1 month of the term in which the Gerontology Seminar or Gerontology Internship is taken. This agreement will take into consideration:
  - a. Gerontology Internship Student responsibilities (see below)
  - b. Gerontology Internship Preceptor responsibilities (see below)
  - c. Gerontology University Supervisor responsibilities (see below)
  - d. Learning goals, objectives, activities for the student
  - e. Hours to be completed by the student.

## **RESPONSIBILITIES OF THE GERONTOLOGY INTERNSHIP STUDENT**

The Gerontology Internship Student will be expected to:

1. Have successfully achieved mastery in prerequisite courses.
2. Furnish his or her transportation to and from the assignment.
3. Report promptly to the assignment at the designated time.
4. Exhibit professional conduct at all times.
5. Maintain standards of dress and appearance that do not detract from the purpose of the site and are in compliance with those of the site.
6. Demonstrate required competencies.
7. Observe standard operating procedures and policies of the site.
8. Attend meetings and workshops with the Gerontology Internship Preceptor appropriate to the fulfillment of the objectives of the placement.

9. Observe the work calendar of the site rather than that of San Francisco State University.
10. Provide the university supervisor with a detailed work schedule at the beginning of the experience and advise the university supervisor of any changes immediately.
11. Meet jointly with the Gerontology Internship preceptor and university supervisor when necessary. Initiate and be responsible for visitation agenda and logistical arrangements (transportation) as needed.
12. Contact the Gerontology Internship preceptor and university supervisor immediately if, for any reason, the student will be absent from the site.
13. Attend seminars scheduled by the university supervisor.
14. Submit required reports at designated times.

## **RESPONSIBILITIES OF THE GERONTOLOGY INTERNSHIP PRECEPTOR**

The Gerontology Internship Preceptor will be expected to:

1. Inform individuals at the preceptor site of the arrival of the student, and ask their help in making the student feel welcome.
2. Plan an orientation for the student. Introduce the student to key individuals. Have student:
  - a. Observe and assist in tasks related to their particular position.
  - b. Observe other staff members in tasks related to their particular position.
  - c. Gain knowledge of record-keeping for the preceptor site.
  - d. Attend meetings or workshops appropriate to the fulfillment of the objectives of the Gerontology Internship Program.
3. Discuss with the student the probable activity schedule which he/she will follow. Provide suggestions regarding activities in planning for these experiences.
4. Assign student activities appropriate for attainment of objectives.
5. Provide the student with information about available instructional resources.
6. Provide the student with information about policies and procedures concerning the preceptor site.
7. Give the student opportunities to work alone in the placement; however, the student may not assume the legal authority for functioning independently without supervision.

8. Encourage the student to try varied techniques on occasion, with the full understanding that the Gerontology Internship preceptor has legal responsibility for the student.
9. Develop with the university supervisor and student, a visitation schedule for the university supervisor as needed.
10. Provide the student with continuous feedback on his/her progress.
11. Meet jointly with the student and university supervisor when necessary.

### **RESPONSIBILITIES OF THE GERONTOLOGY UNIVERSITY SUPERVISOR**

The Gerontology University Supervisor will be expected to:

1. Work closely with the student and Gerontology Internship preceptor to ensure that the student receives the very best experience the site has to offer.
2. Observe the performance of the student during the experience if feasible.
3. Discuss with the student and Gerontology Internship preceptor progress and/or problems of the student.
4. Assist and counsel the Gerontology Internship preceptor in evaluating the progress of the student.
5. Review and make appropriate suggestions related to the final evaluation and the recommendation of the Gerontology Internship preceptor.
6. Conduct meetings at the university for the students involved in the Gerontology Internship program.
7. Serve as a liaison between the Gerontology Internship preceptor site and SFSU.
8. Work cooperatively with the student and the Gerontology Internship preceptor to ensure identification of experiences appropriate to the objectives.
9. Integrate evaluation information to determine final grade.
10. Work cooperatively with the student and Gerontology Internship preceptor to evaluate Gerontology Internship experiences.
11. Prepare appropriate summary of Gerontology Internship experience.

## **EVALUATION OF GERONTOLOGY INTERNSHIP STUDENT**

Evaluation of student achievement, an integral part of the educational experiences for the student, is especially essential to the Gerontology Internship program. Evaluation of student achievement is based on the student's demonstrated mastery of specified goals and objectives in the learning contract.

The Gerontology Internship Preceptor, Gerontology Internship Student, and Gerontology University Supervisor contribute to the process of evaluation throughout the experience. As frequently as possible, the Gerontology Internship Preceptor appraises the effectiveness of the student's performance and discusses results of the appraisal with the student. The University Supervisor monitors and confers with preceptor and student to discuss strengths and to make suggestions for improvement.

The evaluation process utilized by the Gerontology Internship preceptor, based on the final recommendations of the university supervisor, will indicate that the student is capable of assuming his/her role in the aging and health care systems.

## **EVALUATION REPORT FORMS**

Evaluation report forms, which reflect the Learning Contract (Appendix A; 100 points), are utilized as a means for appraising and recording the student's progress and the effectiveness of the Gerontology Internship program.

Weekly or Monthly Progress Reports (Appendix B; 100 points) are to be completed by the Gerontology Internship Student, signed by the Gerontology Internship Preceptor and Student, and submitted to the Gerontology University Supervisor.

A Final Evaluation Report (Appendix C; 100 points) is to be completed by the Gerontology Internship Preceptor and discussed with the Gerontology Internship Student at the end of the semester then submitted to the Gerontology University Supervisor.

Ongoing class participation in monthly seminars (100 points) and an in-person Exit Interview (100 points) with the Gerontology University Supervisor is essential to the completion of the Gerontology Internship program.

## **FINAL GRADE**

The student's final grade shall be based on a general evaluation of all aspects of performance in the Gerontology Internship program. In special cases where a student is given a split assignment (i.e. two agencies), the evaluation of the student will be required of all Gerontology Internship preceptors. In these instances, the same procedure would be followed for evaluation. The Gerontology Internship preceptor(s) should notify the university supervisor immediately when a student is in the position of possibly receiving a failing grade. The final assignment of the grade shall rest with the university supervisor based upon the recommendation of the Gerontology Internship preceptor(s).

## VI. Grading Criteria

Please refer to your course syllabus under Section V (Course Requirements) above for a detailed explanation regarding grading criteria.

## VII. Grading Scale

The grading scale should reflect point totals for each course requirement; the percentage of the total possible points for each course requirement; the total amount of points possible in the course; and the points and associated percentage needed to achieve any given letter grade.

### **Example:**

A 500-point course with (+) and (-) grades.

<b>Assignment</b>	<b>Points</b>	<b>%</b>	<b>Points</b>	<b>%</b>	<b>Grade</b>	<b>Points</b>	<b>%</b>	<b>Grade</b>
<i>Assignment #1 (Learning Contract)</i>	100	20	465-500	93-100	A	365-384	73-76.5	C
<i>Assignment #2 (Progress Reports)</i>	100	20	450-464	90-92.5	A-	350-364	70-72.5	C-
<i>Assignment #3 (Evaluation Report)</i>	100	20	435-449	87-89.5	B+	335-349	67-69.5	D+
<i>Assignment #4 (Exit Interview)</i>	100	20	415-434	83-86.5	B	315-334	63-66.5	D
<i>Individual Meetings with Fieldwork Preceptor and Monthly Meetings with University Preceptor</i>	100	20	400-414	80-82.5	B-	300-314	60-62.5	D-
			385-399	77-79.5	C+	0-299	0-59.5	F
<b>Total:</b>	<b>500</b>	<b>100%</b>						

## VIII. University Regulations

### **CHSS Policy**

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

**Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

**CHHS Withdrawal Policy:** The last day to drop a class is September X, 2014 at

midnight. From September X-November X, 2014 you must submit a withdrawal petition. Withdrawal from a class after September X, 2014 will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From November X-December X, 2014 you may not withdraw from a class or the University, except in the case of a serious documented illness or verified accident.

**CR/NC Option:** October X, 2014 (by midnight) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy:** The period to add classes via permit numbers is August X-September X (midnight), 2014. The period to add classes by Exception (2<sup>nd</sup> set of permit numbers) is September X-X, 2014. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After September X, 2014 a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through MySFSU:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through *MySFSU*. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health and Social Sciences.

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at [dprc@sfsu.edu](mailto:dprc@sfsu.edu).

**Note:** Please email the course instructor for the evaluation report forms (Appendices A, B, C) and/or specific due dates (denoted "X" above).