

**UNIVERSITY OF NORTHERN COLORADO**

**GERONTOLOGY PROGRAM**

**STUDENT INTERNSHIP MANUAL**



**2003 - 2005**



**TABLE OF CONTENTS**

Introduction..... 1

Statement of Goals and Objectives ..... 2

Policies and Procedures for Students ..... 3

    About the Student Internship ..... 3

    Prior to Internship..... 4

    Student Responsibilities During Internship ..... 5

Responsibilities of Agencies Accepting Interns..... 6

    Position Placement ..... 6

    Site Supervision ..... 7

    Content of the Internship Experience..... 7

    Responsibility of the Agency to the Student ..... 9

    Responsibility of the Agency to the University..... 9

University Responsibilities..... 10

    Responsibility of the Faculty Supervisor to Agency Supervisor ..... 10

    Responsibility of the Faculty Supervisor to the Student..... 11

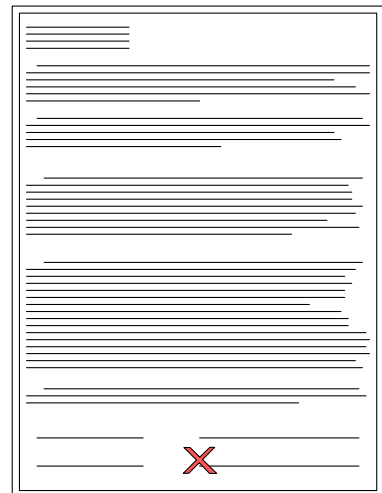
APPENDIX A: Student Information

- Internship Data Form
- Guidelines for Internship Paper
- Performance Evaluation – Internship Site
- Supervisor Assessment of Student, Student Intern
- Self-Assessment, Student Evaluation of Internship
- Agency
- Log Sheets

APPENDIX B: Agency Information

- Summary Statement
- Performance Evaluation - Supervisor Assessment

APPENDIX C: Sample Learning Contracts



## **INTRODUCTION**

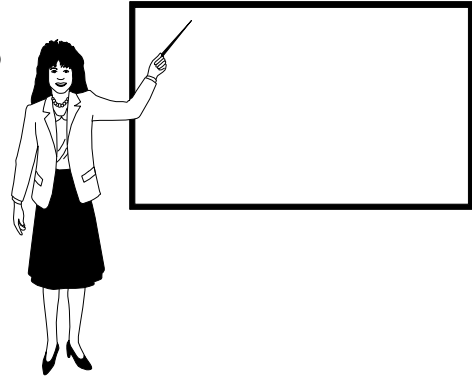
All undergraduate and graduate students pursuing a degree in Gerontology must complete an off-campus internship experience. This manual delineates the philosophy and objectives of the Gerontology internship program, the policies and procedures, and the forms, records and reports to be submitted.

It is assumed that the knowledge obtained in the classroom and practica will be synthesized during the internship experience. In conjunction with the synthesis and evaluation of knowledge, the major purpose of this internship is to aid the student in applying and personalizing this wide variety of information. At the completion of the academic program and the internship, the student should be able to function as a professional in the field of gerontology.

The student, agency, and the University all benefit from this experience. The agency professional and University faculty must work together if this experience is to be beneficial. Every professional should be interested in the recruitment and professional preparation of talented future practitioners. The internship is one area for all to cooperate in making a valuable contribution to the preparation of tomorrow's leaders in Gerontology.

## **STATEMENT OF GOALS AND OBJECTIVES**

The overall goals of the UNC supervised internship program are:



1. To provide students with supervised opportunities for practical leadership and on-the-job experiences in an organization serving older adults:
  - a. Through observation of programs and activities.
  - b. In planning or assisting with programs.
  - c. In leading and directing activities.
  - d. In attending, observing, or participating as a group member in staff, board, team or department conferences and workshops.
  - e. In reporting, recording, and evaluating the program and activities.
2. To acquaint students with the philosophy, purpose, and general program goals of the agency.
3. To allow students to become familiar with routine departmental procedures of the agency.
4. To provide an opportunity for the intern to test philosophy, theories, and concepts learned in the classroom and practica.
5. To provide opportunities for the intern to test his/her own competencies and skills.
6. To provide opportunities for the intern to evaluate themselves in relation to his/her professional preparation, goals, and aspirations in the field of gerontology.
7. To provide an opportunity for both the University supervisor and the agency supervisor to evaluate the student in terms of skills and competencies as well as providing an opportunity for the student to set realistic goals for his/her professional development.
8. To prepare the student for entry into the field of gerontology.

## **POLICIES AND PROCEDURES FOR STUDENTS**

Students will be guided in their internship experiences by the following instructions. No deviation from these instructions is permitted unless approved by the student's UNC internship supervisor. Adherence to these policies and procedures is a condition of the student's continued enrollment in the Gerontology Program.

### A. About the Student Internship

1. The central purpose of internship is to help the student make an effective transition from the classroom to the practical situation. Internship is not a program designed to give opportunities to explore the field. Students will be given an initial orientation to the total department and then assigned one or more major program responsibilities which are to be carried through to completion.
2. The student must look upon him/herself in much the same manner as a beginning full-time employee. The total number of hours per week should equal those of a full-time employee and many of the responsibilities will be the same or similar. The student is expected to work as assigned by the agency supervisor.
3. The student's relationship to his/her supervisor and to other department personnel is vital to personal success, as well as to the success of the University's entire internship program. If the student creates an unfavorable impression or, for any reason, fails to work as an effective employee, the supervisor has the authority and the right to dismiss the student from the department after consultation with the University advisor. This will mean forfeiture of an entire semester's work and fees. Also it will make it very difficult to place other interns in this particular agency and to place the student in another agency.

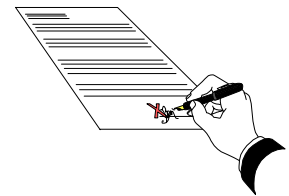


Above all, remember that the internship should be a learning experience. This does not mean that students should never have any ideas of their own nor contribute their best thinking to that of the group, but the student should do this with tact and good judgment. Furthermore, the student should remember that a number of studies have revealed that a very high percentage of people who fail in their work do so, not because of any lack of technical competency, but

because they are unable to get along with people. So, the student should strive to do a good job and maintain a positive attitude with fellow co-workers.

B. Prior to Internship

1. The Gerontology Internship (GERO 492 - undergraduate; GERO 692 - graduate) should be taken during the student's last academic semester. Students must have successfully completed the majority of their gerontology courses and received permission from their academic advisor, and the supervising faculty member prior to enrolling in the internship.
2. Internship students will be supervised by a faculty member in the Gerontology Program. When registering for GERO 492 or GERO 692, the student must indicate the appropriate number of credit hours in which he/she is enrolling. Typically all students should enroll for 12 credit hours.
3. At the beginning of the semester prior to the internship, students are to meet with the faculty member responsible for supervising internships the semester that they will actually be enrolled to discuss internship possibilities **(this information will be posted on the Gerontology Bulletin Board or check with your academic advisor)**. The student is to meet with the supervising faculty periodically throughout the semester as he/she proceeds with the internship search. By the 14th week of the semester prior to the internship, students must provide the supervising faculty with the following:
  - a. Resume
  - b. Learning Contract (i.e., Internship Goals & Objectives) [Appendix C]
  - c. Internship Data Form [Appendix A]
  - d. Signed contract with agency [see department secretary]
4. Procedures for Internship site selection:
  - a. The type of agencies the student visits must be appropriate to his/her area of interest (undergraduate) or emphasis (graduate).



- b. The agencies selected for visitation must be identified through consultation with his/her advisor or supervising faculty.
- c. The student must visit a minimum of two agencies (special arrangements will be made for out-of-state internship sites).
- d. The Gerontology Faculty reserves the right to accept or reject the student's agency choice for internship.

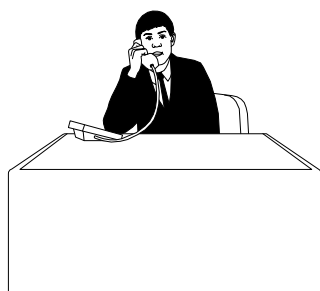
C. Student Responsibilities During Internship:

- 1. Complete a minimum of 450 clock hours for a full-time undergraduate experience, 480 clock hours for a full-time graduate experience (30-40 hours per week), as approved by the University, for 12 semester hours credit. Under certain circumstances, a part-time internship over two semesters may be approved.
- 2. Prepare and turn in to his/her University supervisor, a bi-weekly log describing how time was spent (see course syllabus for specific due dates). Describe the work done, meetings attended, workshops, etc., and any other relevant learning experiences encountered. A confidential written narrative, expressing the student's feelings about the internship experience for each week, should be included. The student should keep his/her own photocopies of the bi-weekly logs to aid in the development of the final report.
- 3. Provide his/her own transportation.
- 4. Be punctual and appropriately dressed throughout the internship experience.
- 5. Be directly responsible to the agency supervisor for responsibilities and duties assumed.
- 6. Become familiar with the philosophy, general policies, and procedures of the agency or department.
- 7. Confer with both the agency and University regarding any special problems that arise.
- 8. The student is required to do at least one special project during his/her internship. In consultation with the student's agency

supervisor, he/she should plan, organize, coordinate, conduct, and evaluate a project for the agency.

9. Turn in to his/her University supervisor, at the end of the internship experience: 1) final paper; 2) a self-evaluation; and 3) a critical evaluation of his/her internship. Guidelines for the final report and the evaluation forms are found in Appendix A. Failure to turn these three documents in by the due date given on the syllabus will result in an incomplete grade ("I") and will prohibit the student from graduating.

### **RESPONSIBILITIES OF AGENCIES ACCEPTING INTERNS**



The central purpose of the gerontology internship is to help the student make an effective transition from the classroom to the practical situation. At the University of Northern Colorado, we believe that the internship experience should come as close to the finish of the student's campus life as possible, preferably the final academic semester. Internship is not a program designed to give the student an opportunity to explore the field. The student has explored the field and expressed a desire for a particular kind of work experience with his/her agency as a starting point.

It is the desire of the Gerontology Program to have each agency cooperate with the University in the selection of students for internship.

#### A. Position Placement

The Gerontology Program urges the agency to place students in positions comparable to beginning full-time positions after an initial orientation to the organization. The Program recognizes the problem of assigning students major program responsibilities where failure might effect department status, but when students have completed most of their studies and are serious and mature, they should be able to carry out their assigned responsibilities. The agency has the right and responsibility to relieve them, upon consultation with the University, if their work is of inferior quality.

The Gerontology Program cannot emphasize strongly enough that the internship experience should be varied and meaningful in terms of challenging the leadership capacities of the student. These experiences should be characterized by:

1. Breadth -- Through orientation to the total agency program.

2. Depth -- Through a specific project for which the student can be responsible and see to completion during the internship semester.

#### B. Site Supervision

This is the key to the success of the internship program. It should be understood that the agency is expected to assume full responsibility for supervision of the intern. The agency shall assign one supervisor for the intern student. This does not eliminate the possibility of the intern being placed under some other person's supervision for a special experience or orientation period.

The site supervisor must hold a minimum of a formal weekly conference with the student for guidance purposes, prepare a written evaluation of the student's work at mid-semester and at the close of the internship. The Gerontology faculty encourages the site supervisor to feel free to call or write the University advisor at any time.

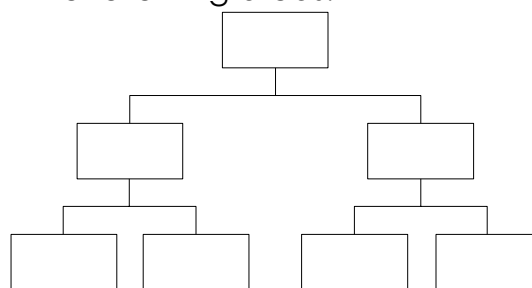
#### C. The Content of the Internship Experience

The internship agency is responsible for training and/or facilitating and assisting in providing exposure for the intern in the following areas:

1. Orientation to the Internship Experience

History, purpose and goals of the agency or institution, explanation of organizational chart, introduction to staff and explanation to staff of purpose

of the intern student, tour of agency, introduction to clients, patients, residents, etc., and review of personnel policies applicable to the intern. Intern should be briefed on assignments, scheduled hours, rules, and regulations.



2. Learning Experience

Students, during their internship, should gain experience in the following areas:

a. Administration

The student should study and observe in action the policies and practices of the agency. This would include the study of budgeting and record keeping procedures, review of clearance forms for activities, personnel and supervisory practices, attendance at meetings of the administrative body of the agency, general staff relations and information related to purchase and maintenance of equipment and supplies.

b. Program

The intern is required to select and conduct at least one special project during the internship. In consultation with the agency supervisor, the student should plan, research, organize, coordinate, conduct, and evaluate a project for the agency.

In addition, the student must assist in putting into action both individual or small group as well as large group activities and services characteristic of the nature of the agency.

c. General Experiences

The student must, as part of his/her internship assignment, gain exposure to or participate in at least three of the following areas, with the extent of participation to be determined by the agency supervisor:

1. In-service training
2. Departmental, Staff, Unit, or Team/Interdisciplinary meetings
3. Visitation of at least one other agency providing similar services.
4. Researching special needs of the agency or department.
5. Involvement in agency surveys or needs assessments.
6. Establishing contact with community resources or agencies.

#### D. Responsibility of the Agency to the Student

1. To provide professional guidance and direction relevant to the function of the agency's services and programs.
2. To progressively lead the student into assuming increasing responsibilities as a professional.
3. To assist the student in achieving stated goals and objectives.
4. To provide the student with a written set of expectations and duties during internship.
5. To conduct two formal evaluations of student's performance during the semester. Forms are attached or can be provided by the student (Appendix B).



#### E. Responsibility of the Agency to the University

1. To make available its facilities to University staff and students as appropriate and necessary for the provision of supervised internship experiences.
2. Sign all contractual agreements between University and Agency.
3. To assure that the student is receiving maximum opportunity, direction, and guidance during the internship. This entails a formal meeting with the student at least once a week.
4. To cooperate fully with the University of Northern Colorado supervisor on all matters pertaining to the student's internship experience.
5. To conduct two formal evaluations of student's performance during the semester and to submit the final evaluation to the University supervisor by the due date given.
6. To immediately inform the University supervisor of problems which are not being resolved.
7. To meet and discuss with the University supervisor and student during site visitation/s or scheduled phone conferences.
8. To discuss, with the University supervisor, a mid-term and final evaluation of the student's performance.

Clearly, the student intern must have the opportunity to test philosophy, theories, and concepts learned in the classroom and practica. The intern must also have the opportunity to do a self-evaluation regarding their internship experience. Opportunities must be provided for the student to read materials related to the

internship experience and to obtain copies of forms, documents, etc., used at the agency or institution which may be used as reference materials in the future.

The internship must help the student understand the total concept of the agency through observing, working through, reading about and discussing actual problems and situations in the operation of the agency. Agency supervisors must feel free to add other appropriate and useful information. The aforementioned statements and outline of agency responsibilities are a guide: no substitute exists for original thinking. Further, both parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act (Buckley amendment) in the handling of educational records of students enrolled in the internship experience.

### **UNIVERSITY RESPONSIBILITIES**

Academic preparation for the gerontology student is provided through the University of Northern Colorado. The Gerontology curriculum is designed specifically to address the needs of the profession as well as the standards identified by the Association for Gerontology in Higher Education (AGHE).

#### A. Responsibility of Faculty Supervisor to Agency Supervisor

1. To make contact with Agency personnel about the Agency's willingness to participate in an internship program.
2. To make available, upon request, the internship manual to the agency.
3. To have all contractual agreements signed, with the original filed at the University and a copy sent to the agency.
4. To provide copies of all evaluation forms to agency.
5. Within a 150 mile radius, visit agency supervisor and intern a minimum of once during the semester, and to hold scheduled phone conferences as arranged. Outside the 150 mile radius, phone conferences will be held every two weeks or as needed (except outside the continental United States).

B. Responsibility of Faculty Supervisor to Student

1. To provide frequent academic counseling.
2. To assist the student in identifying appropriate goals and measurable objectives for his/her internship.
3. To assist in the placement of the student in an internship environment which will meet identified professional goals and objectives of the student.
4. To maintain consistent contacts (visit and phone) with the student intern.
5. To review, in depth, the requirements and expectations of the internship with the student prior to the commencement of the internship experience.
6. To conduct a final debriefing either by phone or on-campus to review the internship experience, evaluate attainment of objectives, and finally, to discuss the student's perceptions of the agency and University roles at the conclusion of the internship experience.



**APPENDIX A**  
**STUDENT INFORMATION**

Date \_\_\_\_\_

**INTERNSHIP DATA FORM**

Which class? (Circle one) (Fill in)

|                                |                     |         |
|--------------------------------|---------------------|---------|
| HRS 492<br>GERO 492<br>REC 492 | HRS 692<br>GERO 692 | Credits |
|--------------------------------|---------------------|---------|

SEMESTER OF INTERNSHIP (circle one):                      SPRING / SUMMER / FALL    YEAR \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ ID# \_\_\_\_\_

HOME ADDRESS DURING INTERNSHIP \_\_\_\_\_

HOME PHONE DURING INTERNSHIP \_\_\_\_\_

STUDENT EMAIL ADDRESS (check frequently) \_\_\_\_\_

NAME AND ADDRESS OF THE AGENCY \_\_\_\_\_

AGENCY INTERNSHIP SUPERVISOR NAME \_\_\_\_\_

AGENCY E MAIL ADDRESS: \_\_\_\_\_

AGENCY SUPERVISOR \_\_\_\_\_

(SIGNATURE)

AGENCY PHONE NUMBER (where you can be reached) \_\_\_\_\_

WILL YOU BE CONSIDERED A PAID EMPLOYEE OF THE AGENCY?    YES    NO    (Circle one)

If answer is no, an affiliation agreement needs to be in place before your internship can start.

Date Internship will start \_\_\_\_\_

Date internship will end \_\_\_\_\_

UNC INTERNSHIP SUPERVISOR \_\_\_\_\_

(SIGNATURE)

For in-state interns only, please give specific driving directions for how to reach your internship site for the supervisor to visit your facility (you may use back of this sheet to write them, draw a detailed map, or both [preferred]).

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to better ensure that accommodations are implemented in a timely fashion.

## GUIDELINES FOR INTERNSHIP PAPER

Areas to be addressed:

### A. LEARNING CONTRACT

1. Describe, in detail, how each of your goals and objects, listed on your learning contract, were met during your internship. Were there any barriers in meeting these goals and objectives? Be specific.

### B. KNOWLEDGE DEVELOPMENT

1. Discuss theories from gerontology and principles from courses acquired while being a student in the gerontology program that were made evident as a result of your internship experience. Give examples from your field experience to illustrate their occurrence.
2. Offer a critical assessment (positive and negative) of the functioning of your agency in relationship to its stated purpose and function. What is needed in order to strengthen its overall effectiveness. Be specific in your recommendations.
3. Evaluate the impact of any significant cultural, socio-economic or historical forces in the community or state that is influencing the services or mission of your agency.

### C. SKILL DEVELOPMENT

1. In relation to your stated learning objectives, what skills were developed by virtue of your Internship? Be specific. What data (feedback or behaviors from clients, professionals or consumers of service) indicate growth in these areas. Does data indicate the need for more development and training in certain areas? If so, be specific in citing the specific behaviors.
2. What specific competencies do you feel that you now possess as a result of this Internship. (Elaborate in detail). How has this Internship prepared you for professional work in the field of gerontology?

### D. ATTITUDINAL DEVELOPMENT

1. What attitudes have either been strengthened or modified as a result of this Internship (i.e., old people are slow learners; older people are capable of growth and development; bureaucracies are incapable of change; peer counselors are effective too; professionals are cold and callous, etc.) Give some time to thinking this one through. Focus on your personal growth in this area.

DEPARTMENT OF HUMAN SERVICES  
GERONTOLOGY PROGRAM  
INTERNSHIP PERFORMANCE EVALUATION

Internship Site Supervisor Assessment of Student

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Supervisor: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Dates for Internship: From \_\_\_\_\_

Number of Hours at Internship Site: \_\_\_\_\_

**RESPONSE:** 1 = Needs improvement  
2 = Satisfactory  
3 = Above Average  
4 = Excellent  
9 = Does not apply

For each item evaluate your performance, using the above response categories, and comment on your strengths and weaknesses for each general area.

**ATTENDANCE/PUNCTUALITY**

\_\_\_\_\_ Reports to agency work site on time

\_\_\_\_\_ Adheres to established schedule

Comments:

**ATTITUDE**

\_\_\_\_\_ Understands and accepts responsibility

\_\_\_\_\_ Observes employer's rules

\_\_\_\_\_ Shows interest and enthusiasm

\_\_\_\_\_ Courteous and cooperative

\_\_\_\_\_ Team worker

\_\_\_\_\_ Judgment

\_\_\_\_\_ Poise, self-confidence

Comments:

**LEARNING PROCESS**

\_\_\_\_\_ Uses initiative, seeks opportunities to learn

\_\_\_\_\_ Shows growth in knowledge during internship

\_\_\_\_\_ Quality of work on assigned projects

\_\_\_\_\_ Asks questions of appropriate person(s)

\_\_\_\_\_ Uses resources at internship site effectively

Comments:

**PERFORMANCE:**

- \_\_\_\_\_ Begins assigned tasks promptly
- \_\_\_\_\_ Seeks feedback regarding performance
- \_\_\_\_\_ Uses feedback constructively
- \_\_\_\_\_ Completes assigned tasks in a timely manner
- \_\_\_\_\_ Progressively requires less supervision

Comments:

**GERONTOLOGY KNOWLEDGE AND SKILLS**

- \_\_\_\_\_ Able to apply knowledge of aging to work
- \_\_\_\_\_ Knowledge of the biological aspects of aging
- \_\_\_\_\_ Knowledge of the psychological aspects of aging
- \_\_\_\_\_ Knowledge of the social aspects of aging
- \_\_\_\_\_ Recognizes worth of older person
- \_\_\_\_\_ Works well with older persons
- \_\_\_\_\_ Able to effectively use aging network resources in regard to assignments
- \_\_\_\_\_ Problem-solving skills appropriate to assignments
- \_\_\_\_\_ Able to implement services for the elderly
- \_\_\_\_\_ Able to plan and conduct programs for the elderly

Comments:

**OVERALL COMMENTS:**

---

Supervisor's Signature

DEPARTMENT OF HUMAN SERVICES  
GERONTOLOGY PROGRAM  
INTERNSHIP PERFORMANCE EVALUATION

Student Intern Self-Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Supervisor: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Dates for Internship: From \_\_\_\_\_

Number of Hours at Internship Site: \_\_\_\_\_

**RESPONSE:**    **1 = Needs improvement**  
                      **2 = Satisfactory**  
                      **3 = Above Average**  
                      **4 = Excellent**  
                      **9 = Does not apply**

For each item evaluate your performance, using the above response categories, and comment on your strengths and weaknesses for each general area.

**ATTENDANCE/PUNCTUALITY**

\_\_\_\_\_ Reports to agency work site on time

\_\_\_\_\_ Adheres to established schedule

Comments:

**ATTITUDE**

\_\_\_\_\_ Understands and accepts responsibility

\_\_\_\_\_ Observes employer's rules

\_\_\_\_\_ Shows interest and enthusiasm

\_\_\_\_\_ Courteous and cooperative

\_\_\_\_\_ Team worker

\_\_\_\_\_ Judgment

\_\_\_\_\_ Poise, self-confidence

Comments:

**LEARNING PROCESS**

\_\_\_\_\_ Uses initiative, seeks opportunities to learn

\_\_\_\_\_ Shows growth in knowledge during internship

\_\_\_\_\_ Quality of work on assigned projects

\_\_\_\_\_ Asks questions of appropriate person(s)

\_\_\_\_\_ Uses resources at internship site effectively

Comments:

**PERFORMANCE:**

- \_\_\_\_\_ Begins assigned tasks promptly
- \_\_\_\_\_ Seeks feedback regarding performance
- \_\_\_\_\_ Uses feedback constructively
- \_\_\_\_\_ Completes assigned tasks in a timely manner
- \_\_\_\_\_ Progressively requires less supervision

Comments:

**GERONTOLOGY KNOWLEDGE AND SKILLS**

- \_\_\_\_\_ Able to apply knowledge of aging to work
- \_\_\_\_\_ Knowledge of the biological aspects of aging
- \_\_\_\_\_ Knowledge of the psychological aspects of aging
- \_\_\_\_\_ Knowledge of the social aspects of aging
- \_\_\_\_\_ Recognizes worth of older person
- \_\_\_\_\_ Works well with older persons
- \_\_\_\_\_ Able to effectively use aging network resources in regard to assignments
- \_\_\_\_\_ Problem-solving skills appropriate to assignments
- \_\_\_\_\_ Able to implement services for the elderly
- \_\_\_\_\_ Able to plan and conduct programs for the elderly

Comments:

**OVERALL COMMENTS:**

---

Student's Signature



4. How would you rate this placement as a facility for other Gerontology interns in the future?

5. What would you recommend as ways to improve the internship experience at this agency?

6. Name of UNC Faculty Supervisor:

a. Dates of visits/phone calls:

b. Comments:

Student's Signature

---

Name:

**INTERNSHIP LOG**

---

Monday \_\_\_\_\_ (Date)                      Hours

---

Tuesday \_\_\_\_\_ (Date)                      Hours

---

Wednesday \_\_\_\_\_ (Date)                      Hours

---

Thursday \_\_\_\_\_ (Date)                      Hours

---

Friday \_\_\_\_\_ (Date)                      Hours

---

**General Feeling/Comments:**

Total hours this week

Total hours to date

**APPENDIX B**  
**AGENCY INFORMATION**

# UNIVERSITY OF NORTHERN COLORADO GERONTOLOGY INTERNSHIPS

## SUMMARY STATEMENT

### Purpose of the Internship and Role of the Intern Agency

As you consider taking an intern from the UNC Gerontology program into your agency it is important for you to understand the purpose of this part of our educational program. The following discussion is designed to assist you in making a decision whether your agency can serve as a placement and if you can provide appropriate supervision for Gerontology student interns.

The primary purpose of the Gerontology Internship is to help the student make an effective transition from the classroom to the professional setting. For this reason, the internship comes as close to the end of the student's educational program as possible. In the previous classes and assignments the student will have already explored the aging services network. The student then decides what types of roles and responsibilities they are most interested in developing in a practice setting. At this time, the student explores various internship sites that offer the desired type of work experience, and, finally, settles on a specific site for the internship, perhaps your agency.

We encourage your agency to cooperate with us in selecting students who can make a real contribution to your agency. Prospective interns are expected to arrange an interview with you prior to the internship. They will provide you with a summary of their educational background and work experience to aid you in your appraisal. Once your agency agrees in principle to accept the student intern, it is the responsibility of the student and the prospective supervisor from your agency to develop a learning contract that spells out the expectations and responsibilities of each.

We expect the interns to be carrying out responsibilities comparable to beginning full-time employees. It is important for the student to be provided with an agency orientation and ongoing supervision which includes:

- a. **regular weekly conferences** with the intern to review their performance of work assignments and related agency activities. Students benefit from work experiences that include breadth (the total agency perspective) and depth (at least one project or program segment for which they have full responsibility, from start to finish).
- b. **a written evaluation** of the student's performance for grading purposes, to be submitted to the assigned UNC Gerontology faculty liaison.

We expect one person to have primary responsibility for supervising the intern, who will track the student's experience, and provide the weekly conference/review and final evaluation. Preferably this will be someone with a degree and/or professional experience in the field of aging. It is also desirable that this be someone who has an understanding of how to work effectively with workers who are relatively new, enthusiastic, but in need of guided learning. The supervisor should be willing and able to discuss with students some of the issues that arise as they strive to integrate their classroom and practice learning.

University faculty have an ongoing relationship with the student throughout the internship. One member of our faculty is assigned to act as a liaison for each student intern. The faculty liaison will visit the agency mid-way through the internship. Interns are expected to keep a daily log of their work experiences, which they can share with you at the weekly supervision meetings, but which must be turned in to us on a bi-weekly basis. They must also complete an evaluation of the internship, and an internship summary paper for us.

The faculty liaison is also available to mediate conflicts over work assignments or work performance or related issues. You or the student may contact the faculty liaison if such a conflict should arise. If the situation involves conflicts which cannot be resolved in a timely manner, the internship contract may be dissolved. Clearly we hope to avoid such conflicts which are painful to all of us and disruptive to the learning process. This is why we put so much emphasis on the pre-internship contact and learning contract, which all of us--student, faculty, and agency--help develop and define.

Finally, our students are required to complete a minimum of 450 clock hours (undergraduate), 480 clock hours (graduate) to obtain 12 credits for the internship. A timeframe should be established indicating when the student will be at the agency and should be included in the learning contract.

The student's final grade for the internship will be derived from three sources: the agency supervisor, the student, and the academic advisor. Specifically, this includes the supervisor's final evaluation and discussions with the faculty liaison (40%); the student's logs, final paper, final evaluation, and discussions with faculty advisor (40%); and the academic advisor's final evaluation (20%).

Thank you for your interest and involvement in preparing our students for professional responsibility and leadership in the field of aging. If you ever have any questions or concerns about the gerontology program or about an agency's responsibilities for the intern, please feel free to contact us.

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**APPENDIX C**

**SAMPLE LEARNING CONTRACT**

## Sample Learning Contracts

*The following are examples of the goals and objectives that interns might have. As you work on your own goals and objectives, strive for clarity, depth and detail in planning your internship*

*These examples were created to address the emphasis areas of graduate programs in gerontology at UNC, however, the same level of professional planning is appropriate for undergraduate internships*

### MA Gerontology: General Studies Emphasis Sample Learning Contract

#### Time frame:

Beginning Date: \_\_\_\_\_ Ending Date:

Approximate hours per week:

Schedule: M \_\_\_\_\_ to \_\_\_\_\_ Th \_\_\_\_\_ to \_\_\_\_\_

T \_\_\_\_\_ to \_\_\_\_\_ F \_\_\_\_\_ to \_\_\_\_\_

W \_\_\_\_\_ to \_\_\_\_\_ S \_\_\_\_\_ to \_\_\_\_\_

#### Goals & Objectives:

Goal 1: To learn the psycho-social needs of the elderly with Alzheimer=s in the nursing home setting through the study of:

- a. family dynamics by reading books and articles on the subject.
- b. aspects of institutionalization on the resident and the primary care giver by reading and talking with staff and family.
- c. adjustment of skills needed to continue the highest level of functioning by talking with staff and observation and work with residents.
- d. validation therapy and reality orientation through direct contact with the residents.

Goal 2: To learn therapeutic and supportive care through:

- a. the development of individual care plans by looking at them and practice writing them.
- b. observation of resident interaction with other residents, staff, and family members by observation and study.
- c. having one-to-one and small group contact with residents, staff and families.

Goal 3: To learn about social and personal care through the development of:

- a. patient care plans by studying and practice of writing them.
- b. planning of activities with the Activities Director by working with her and helping carry out planned activities.
- c. admissions procedures with the Records Dept., and Social Worker by observing them and studying the forms.
- d. techniques in individual and group therapy through study and practice.

Goal 4: To learn about the various methods of payment of resident care (private pay, Medicare, Medicaid, and other insurances) through

- a. the familiarization of admissions procedures from the social worker, administration, and records office perspectives by working with the individuals and study of forms.
- b. the rules and regulations of the various pay sources through study of forms and reading.

Goal 5: To become familiar with the satellite programs associated with the facility (Adult Day Care, Adult Foster Care, and Alternative Care) through

- a. time spent with the directors of the various programs and the participants and staff working with all involved.
- b. to learn the rules and regulations of the programs by reading the rules and talking with the staff.

**Major Project: (Describe your major project and indicate goals and objectives for meeting the project)**

**Signatures:**

Student: \_\_\_\_\_

Date:

Agency Supervisor: \_\_\_\_\_

Date:

UNC Faculty Liaison: \_\_\_\_\_

Date:

**MA Gerontology: Management/Administration Emphasis  
Sample Learning Contract**

**Time frame:**

Beginning Date: \_\_\_\_\_ Ending Date:

Approximate hours per week:

Schedule: M \_\_\_\_\_ to \_\_\_\_\_ Th \_\_\_\_\_ to \_\_\_\_\_

T \_\_\_\_\_ to \_\_\_\_\_ F \_\_\_\_\_ to \_\_\_\_\_

W \_\_\_\_\_ to \_\_\_\_\_ S \_\_\_\_\_ to \_\_\_\_\_

**General Goals & Objectives:**

Goal 1: To learn effective administration techniques not only from the Director of this large agency but also from the program administrators of the various agency programs.

- a. observe how the agency works:
  - \*what compromises are made for the good of the whole
  - \*how personalities play a role in the agency
  - \*what is the organizational structure
- b. work with as many people as possible in order to learn first hand how they operate.

Goal 2: To learn first hand about all of the different aspects of an Area Agency on Aging:

- a. work with as many programs as possible on an as needed@ basis.
- b. ask questions of the personnel in each program in order to understand how it feels to work on that program.
- c. read the reports and other literature published by the agency about aging services in the area.

**Project Goals and Objectives:**

Project 1: Medigap Insurance Counseling

Goal 1: To thoroughly understand the Medicare system and document where and how Colorado Medigap Insurance policies fill the gaps in that system:

- a. determine what Medicare covers and what is left for the individual to pay.
- b. review all current Colorado Medigap Insurance policies and compare what they offer to the gaps in the Medicare system.

Goal 2: To Learn to work with the computer software developed by United Seniors Health Cooperative by:

- a. working with consultants from United Seniors to understand the ways the software works during a training seminar and through telephone consultation.
- b. imputing the data from my study of Colorado Medigap Insurance policies.

- c. teaching a back-up person at how the system works so that annual updates to the database can be accomplished easily.

Goal 3: To develop my planning and development skills through working with Director of the Area Agency on Aging and the Director of the Senior Health Insurance Counseling Program (SHIC-P) to plan for the future uses of the data base I will have created:

- a. plan for the best method of getting the data base information to the older adult in the Denver Metro Area who may need that information.
- b. coordinate the use of the data base with the existing programs, SHIC-P:
  - \*how it will be accessed
  - \*who will do the community counseling
  - \*when will it be accessed
- c. use knowledge of statistical analysis to develop a series of reports to the granting agency, the National Committee to Preserve Social Security and Medicare.

**Project 2: Ombudsman Program Evaluation**

Goal 1: To learn what the evaluation of a large program consists of:

- a. research what has been accomplished in other cities around the country for the evaluation for aging programs.
- b. develop interviewing questions and techniques for residents of long term care facilities, their families and facility personnel.
- c. use knowledge gained from the development of the SCATS assessment tool to develop on to be used in this evaluation in order to statistically back up data obtained from personal interviews.
- d. learn about agency evaluations from agency personnel.

Goal 2: To learn how the Ombudsman program impacts the residents of long term care facilities, their families and the facilities= personnel:

- a. learn about the program from the Ombudsman, her staff and the program volunteers.
- b. personally visit individuals in the facilities to discover the needs that are and are not being met through the ombudsman program.

**Signatures:**

Student: \_\_\_\_\_

Date:

Agency Supervisor: \_\_\_\_\_

Date:

UNC Faculty Liaison: \_\_\_\_\_

Date:

**Time frame:**

Beginning Date: \_\_\_\_\_ Ending Date:

Approximate hours per week:

Schedule: M \_\_\_\_\_ to \_\_\_\_\_ Th \_\_\_\_\_ to \_\_\_\_\_  
T \_\_\_\_\_ to \_\_\_\_\_ F \_\_\_\_\_ to \_\_\_\_\_  
W \_\_\_\_\_ to \_\_\_\_\_ S \_\_\_\_\_ to \_\_\_\_\_

**General Goals & Objectives:**

Goal 1: To learn about mental health centers, particularly as they relate to the older adult population by:

- a. researching usage of mental health centers by older adults.
- b. observing interaction of older adults with mental health center professional and paraprofessional staff.
- c. talking with older adult mental health center clients about their counseling experiences.
- d. becoming familiar with area Mental Health Center=s administrative and professional structure.

Goal 2: To learn about peer counseling by:

- a. researching history, creation and success of peer counseling programs (both in resolution of established mental health needs and preventive aspects).
- b. observing and comparing group vs. individual peer counseling sessions.
- c. participating in peer counseling process at the Mental Health Center.
- d. comparing counseling with paraprofessional peer counselors with psychotherapeutic intervention with a professional peer counselors with psychotherapeutic intervention with a professional counselor.

Goal 3: To learn about the mental health needs of the rural older adult population in the community setting, particularly those experiencing depression by:

- a. researching depression among the older rural population.
- b. co-leading a depression group.
- c. individual counseling of older adults in community settings.
- d. co-leading a peer counseling group.
- e. investigating various assessment tools used in a mental health setting as applied to an older adult population.

**Major Project: (Describe your major project and indicate goals and objectives for meeting the project)**

To develop a marketing plan for the peer counseling program which targets both the agencies within Weld County who have contact with the older adult population and also the individual older adult population directly in order that self referrals or referrals of friends can be made to the peer counseling program at the Mental Health Center. A workshop will be developed designed specifically for the older adult population who may not have contact with agencies familiar with the peer counseling program as a means of informing them about mental health issues affecting an older population and the options available to them through the Mental Health Center.

**Signatures:**

Student: \_\_\_\_\_

Date:

Agency Supervisor: \_\_\_\_\_

Date:

UNC Faculty Liaison: \_\_\_\_\_

Date: