



GERO-550: GERONTOLOGY FIELDWORK EXPERIENCE

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

550

Course Title

Gerontology Fieldwork Experience

Short Title

Gerontology Fieldwork

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course centers on a supervised internship/fieldwork experience. This culminating experience provides students with the opportunity to apply learned theories and concepts in a community agency where planning, developing or delivering services to older adults or their families occur. Students choose an area of practice and negotiate their learning experiences or project with their faculty advisor and field supervisor.

Attach Supporting Documents

Sample Program Map Gerontology with Gerotechnology Certificate of Achievement (Revised April 2023).pdf

Sample Program Map Gerontology with Caregiving (Revised April 2023) (1).pdf

Sample Program Map Gerontology with Mental Health Certificate of Achievement (Revised April 2023).pdf

Occupational Outlook_Medical and Health Services Managers.pdf

Centers for Excellents LMI_Human Services.pdf

Deans Meeting_Gerontology-Aging Studies.pdf

Occupational Outlook_ Social and Community Service Managers _ US Bureau of Labor Statistics.pdf

Centers for Excellence LMI_Gerontology.pdf

AGHE Competencies.pdf

California Master Plan for Aging.pdf

Riverside County Office on Aging Report.pdf

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

GERO-504 (with a grade of C or better).

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Analyze the intricate division of labor among diverse agencies that fund and deliver services to older adults, incorporating foundational knowledge of public policy, services and resources.
2. Assess the significance of program review and evaluation in determining and enhancing program effectiveness, employing critical judgment and analytical skills to make informed decisions about the overall impact and success of the program
3. Evaluate the diversity and effectiveness of services available for older adults in both typical community settings and those with distinctive cultural, religious, or economic needs.
4. Consider ethical issues that may arise when working with a widely diverse population of older adults
5. Evaluate research techniques and their application to community-based agencies and professional practices related to gerontological practice.
6. Evaluate research techniques and their application to community-based agencies and to professional practices as they relate to gerontological practice.
7. Apply academic learning to professional experience in working with older adults
8. Appraise the quality of community agencies that serve older adults and how these agencies address issues of equity and access, and diversity among the current and future population of older adults,
9. Apply skills as appropriate for specific gerontological practice
10. Develop leadership skills in a field that is rapidly shifting in terms of demographics, cultural contexts and generational differences.
11. Apply advanced analytical skills to categorize and compare the array of services, considering the nuanced requirements of various communities, in order to formulate informed assessments of service provision within diverse contexts.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Students will recognize the requisite practice skills appropriate to the intended area of gerontological practice.
2. Students will identify ethical issues related to the field of gerontology.
3. Students will develop career skills to be a competitive candidate for employment in the field of gerontology.

Program Learning Outcomes**Learning Outcome**

- Student will demonstrate knowledge of relationships among older adults, their families, and society.
- Student will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.
- Student will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.
- Student will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods
- Student will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues
- Student will express ideas effectively in oral and written formats.
- Student will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.

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Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Gerontology
 - a. Describe what gerontology is, and how it is practiced
 - b. Create gerontological timeline and examine professional identities
 - c. Articulate what student hopes to learn from the service-learning experience
 - d. Communicate learners goals, objectives, and desired learning opportunities with Agency Supervisor and Practicum Advisor
2. Gerontologist
 - a. Examine what does it mean to be a gerontologist
 - b. What is gerontology and what does it mean to be a gerontologist from a practical perspective
 - c. Career choices in aging
 - d. Leadership Styles
 - e. Leading in diverse contexts
3. Demographics
 - a. Changing demand demographics
 - b. Population Projections
 - c. Need for aging professionals and services
4. Gerontological Services
 - a. Appraise the selection of supervised service sites
 - b. 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.
5. Gerontological Practices
 - a. Discuss importance of reflection of practice-based experiences
 - b. Reflect on, incorporate, and document the application of gerontological theories and concepts into the chosen practice area
 - c. Analysis and synthesis of readings and feelings about service learning and practicum experiences
 - d. Demonstrate timely and consistent feedback on writing and critical thinking skills.
6. Policy and Practice
 - a. Older American Act legislation and the Aging Network
 - b. Importance of community based Programming
7. Gerontological Practice/Careers and Employment
 - a. Identify and articulate a gerontological Praxis
 - b. Professionally organize and showcase the learner's academic and experiential creative endeavors (projects, papers, brochures, etc) and experiences
 - c. Document the learner's completion of identified student learning outcomes
 - d. Compile a professional portfolio for use during job interviews including the other course exemplars (Gero core and multidisciplinary core classes)
8. Community-Based Services
 - a. Programming for older adults
 - b. Rights of older adults

- c. Wellness, health and community
- d. Workforce issues in aging
- 9. Older Americans and the Aging Network
 - a. Examining the aging network
 - b. Discuss the aging network, a system of federal, state and local agencies was established to develop and implement the wide array of Older Americans Act services
 - c. Explain the Older Americans Act
- 10. Program Evaluation
 - a. Identify programs and services for older adults
 - b. Examine aging network and community-based programs for older adults
 - c. Conclude if programming is inclusive for diverse populations.
- 11. Aging Services in a Rapidly Changing Cultural Context
 - a. Cultural competence in long term care
 - i. cultural influence on aging perceptions and practices
 - ii. strategies for providing culturally sensitive care
 - iii. addressing language and communication barriers in gerontological settings
 - b. Elder health disparities and social determinants
 - i. social determinants affecting the health of older adults and associated services and programs
 - c. Person centered care and empowerment
 - i. principles of person-centered care
 - ii. decision making and empowerment
 - d. Legal and ethical issues
 - i. informed consent and decision-making
 - ii. end of life care and advance care planning

Methods of Instruction

Method

Online Activity/Discussion

Integration

While engaging in fieldwork experience, students will participate in weekly discussion boards as a mechanism to share information, debrief, and form collegial peer group.

Large class and small group discussion boards will provide students with a platform to safely and respectfully share experiences in their fieldwork, ask questions and get clarification on industry expectations. Discussions will encourage students to exchange ideas, findings and observations about the correlation between course materials and real world experiences. All communication will use a course management system (CMS.)

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussion with other students and the instructor within the accessible course management system (CMS). Use of text or captioned video in discussions will meet accessibility needs, and offer students options in how to best document and share their thoughts. Students may be divided into breakout groups for discussions, allowing those with similar fieldwork placements to debrief in a smaller setting.

Method

Individualized Instruction

Integration

Working in collaboration with the student, the Gerontology Fieldwork Supervisor and the Fieldwork Site Supervisor, an individualized course plan will be developed for each student specific to their learning goals and career interests. This individual plan will include detailed performance objectives and methodology to complete the training plan, identify competency goals and determine methods of assessment. The completed training plan will be submitted to the faculty advisor for final approval prior to the start date.

DE Adaptations for MOI

In order to meet accessibility requirements, individual consultations and interactions with site supervisor will occur through CMS, recorded zoom meetings or in written format.

Methods of Evaluation

Method

Class Participation

Integration

Active and regular participation will be utilized to measure student performance. Student will keep accurate records of hours, tasks and accomplishments to be submitted at the end of the fieldwork placement. Student performance will be evaluated based on evidence of completion of the goals identified in the individualized course plan, placement hours, and final summative assessment.

DE Adaptations for MOE

Evaluation of student fieldwork records and evaluations will be submitted via CMS to ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Method

Papers

Integration

Written assignments will assess the student's ability to apply theories and develop appropriate care plans, programs or services based on their individual fieldwork experience.

DE Adaptations for MOE

Evaluation of student application of aging concepts will be submitted via CMS to ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Assignment Description:

This is an integrated paper assignment required for completion of the Gerontology Fieldwork Experience course. It is designed to provide you with the opportunity to reflect on your development as a professional gerontologist over the course of your practicum study and experience.

Before you write your paper, which will be a synthesis of your foundation knowledge in gerontology and your experience in fieldwork, please read the following articles on best practices in fieldwork in aging.

"Fieldwork Best Practices," (Hdd.fullerton.edu, 2023)

"The Value of Internships in Creating an AgeSavvy Workforce" (Innov Aging. 2023, Dec.7(Suppl. 1): 149

Karasik, Rona. (2023). GERONTOLOGY INTERNSHIPS, PRACTICUM, AND FIELD WORK FROM A FACULTY PERSPECTIVE. Innovation in Aging. 7. 149-149. 10.1093/geroni/igad104.0488.

Title: Navigating the Evolving Landscape of Gerontology: A Comprehensive Exploration of Professional Development in Senior Services

Introduction (Approx. 200 words):

The field of gerontology has witnessed significant transformations over the last 50 years, and its future is intricately tied to the changing dynamics of aging. This assignment serves as a comprehensive exploration of the multifaceted role of a professional gerontologist. As we delve into the various aspects of this evolving landscape, we will address the changing context of aging, the theoretical frameworks informing gerontological work, the practical application of these theories in field placements, the personal impact on professional practice, the commitment to social and political justice, and the critical areas of equity and inclusion within gerontological practice.

Section 1: The Changing Context of Aging (Approx. 300 words):

Discuss what it means to be a professional gerontologist in the contemporary landscape. Explore the evolution of this role over the last 50 years, highlighting shifts from a medical-centric approach to a more holistic perspective that incorporates social, psychological, and cultural elements. Analyze the current demographic trends and attitudes towards aging, and project how these factors may shape the future of gerontology.

Section 2: Theoretical Frameworks in Gerontology (Approx. 300 words):

Examine the theoretical frameworks that underpin gerontological practice. Choose one theory (e.g., Ecological Systems Theory) and elaborate on its significance in understanding and addressing the complexities of aging. Provide a real-world example from your field placement where you applied this theory to inform your approach.

Section 3: Evaluation of Gerontological Practice (Approx. 300 words):

Evaluate your ability to engage in effective gerontological practice at this point in your professional development. Draw examples from both classroom learning and fieldwork experiences. Discuss specific instances where you implemented person-centered care strategies and how this approach enhanced your interactions with older adults.

Section 4: Personal Use of Self in Professional Practice (Approx. 300 words):

Reflect on how your personal background, biases, and experiences impact your professional practice as a gerontologist. Discuss the importance of self-awareness in navigating these influences and share insights into how leveraging your personal background has contributed to building meaningful relationships with older adults.

Section 5: Commitment to Social and Political Justice (Approx. 300 words):

Examine the integration of a commitment to social and political justice in your gerontology career. Discuss the advocacy role of gerontologists in influencing policies that improve the lives of older adults. Explore strategies for combating ageism, addressing healthcare disparities, and fostering inclusivity in gerontological practice.

Section 6: Equity and Inclusion in Gerontological Practice (Approx. 300 words):

Delve into specific observations and experiences related to challenges around gender, race, religion, culture, language barriers, and physical or cognitive disabilities. Identify areas of equity and inclusion that need addressing in gerontological practice and propose strategies for promoting diversity, tailoring services to cultural needs, and advocating for policies that ensure equal access to resources.

Conclusion (Approx. 200 words):

Summarize the key insights gained through this exploration of professional development in gerontology. Emphasize the role of fieldwork experiences in shaping competencies, promoting person-centered care, and fostering equity and inclusion. Connect these reflections to the broader context of the evolving landscape of senior services and the essential contributions gerontologists make to the well-being of diverse older populations.

Requirements:

Minimum of 1500 words.

Double-spaced, standard 12-point font, and 1" margins.

Clear and concise writing, adhering to spelling, grammar, and citation rules.

Each question prompt should be addressed in a dedicated section.

Provide real-world examples from fieldwork experiences to support your reflections.

Integrate relevant literature and scholarly sources to strengthen your arguments.

Reflect on personal experiences, but also connect them to broader gerontological concepts and theories.

Conclude with a synthesis of key takeaways and implications for future gerontology professionals.



How assignment will be adapted in online format

Evaluation of student logs and integrated paper will be submitted via CMS to ensure accessibility requirements are met. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Weekly Log Reflection

Students will maintain a log of all hours and activities throughout the semester.

Instructions:

After the completion of each week, summarize your involvements, insights, problems, etc. by means of this Weekly Log Reflection Sheet. Indicate your total hours for the week and be specific when recounting your activities for each site service time. Attempt to complete an entry for each site visit.

1. Describe some of the activities you have been involved in during the week. Especially identify group and individual work, direct and non-direct services for and to older adults and their families.

Evaluation of Goals/Objectives

1. Identify 2-3 concepts learned or insights gained this week.

2. Identify any areas of weakness, concern, or uncertainty experienced this week. What did you do, and what would not now do differently, if anything?

3. Reflect on your experiences of the week. Did any affect you either as a person or as a professional gerontologist? Please explain.

Ongoing feedback will be posted to CMS grade book within two weeks of due date, using the rubric developed by the instructor, field supervisor and student.

This assignment meets ALL CLOs.

How assignment will be adapted in online format

Submissions via CMS will ensure accessibility requirements are met. Rubrics/clear instructions will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Course Materials**Textbooks**

Karasik, Donorfio & Greenberg, (2024)"The Gerontology Field Placement - Internships and Practiums in Aging," New York, Springer.

Niles-Yokum, K., & Wagner, D. L. (2018). The Aging Networks: A guide to programs and services (9th Edition). New York: Springer

Other Resources

Publication Manual of the American Psychological Association (7th ed) (2019), Washington DC: American Psychological Association

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course offers an integrated fieldwork experience designed to provide students with a comprehensive understanding of gerontology, exposing them to a diverse range of older adults, their service needs, and various diagnoses. These experiences are underpinned by the overarching themes of diversity and equity, encompassing factors such as culture, religion, gender, socioeconomic status, geographic location, limitations in mobility, sensory or cognitive decline, all of which are further complicated by the aging process.

Gerontology, as a field, delves into the study of life-course development from an interdisciplinary perspective. Its ultimate aim is to foster healthy aging within a wide spectrum of individuals, communities, and societies by spearheading innovation and leadership in research, education, and practice.

Within the context of fieldwork placement, students who have acquired foundational knowledge about aging will be immersed in real-world situations, allowing them to grapple with the genuine needs and challenges faced by older individuals. These challenges encompass issues related to diversity, accessibility, and inclusivity. Guided by their fieldwork supervisors and instructors, students will identify these challenges and work collaboratively towards finding viable solutions and outcomes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Fieldwork placements offer a wide range of possibilities, encompassing direct caregiving, administration, accessing care and resources, and elder advocacy. To maximize the learning experience, students will need to actively engage and be open to learning from each other, contributing to a well-rounded understanding of the field of aging, and understanding the dynamics eldercare and senior services. Discussions about access and equity will be prominent, fostering an inclusive and comprehensive exploration of the challenges faced by older adults.

Equal opportunities for participation are ensured for all students, with access to learning resources through CMS and individual support from the instructor via CMS video conferencing tools. Various media, including accessible/closed captioned videos, are utilized to promote success in the realm of Diversity, Equity, and Inclusion (DEI). Instruction is delivered through recorded/captioned video and printed lectures.

Discussion boards, available in both student-to-student and student-to-instructor formats, facilitate asynchronous discussions in print or video format using accessible CMS video conferencing software. PowerPoint or accessible/closed captioned video presentations are uploaded onto Canvas for student reference. Exams and tests, administered fully online, may include multiple choice, short answer essays, or other formats aligned with learning objectives. Evaluation is conducted through CMS, emphasizing the demonstration of identification and/or understanding of major topics in the course content.

Instructor feedback is provided within two weeks via CMS. The textbooks and supplementary materials intentionally address segments of the population that are often marginalized, introducing students to a life course perspective on the aging process. Engaging interactions between instructor-to-student and student-to-student prompt students to contemplate age-related attitudes in society, broadening their understanding of their futures.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course promotes student-to-student interaction by allowing and encouraging group discussions as methods of evaluation and interaction. Because of the isolated nature of fieldwork, students will use discussion boards to develop peer connections, professional networks, to debrief about experiences and identify challenges and solutions to bring back into the fieldwork experience. Discussions may be used for students to interact with their peers to share their interpretations of the content and ask questions. Group activities may be used to develop a deeper understanding of general course topics, and the specific experiences of working with older adults during fieldwork placement, and provide opportunities for collaboration while centering student voices.

Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in-class to create presentations on theoretical perspectives.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on critical approaches, and/or the application of concepts as formative activities to build understanding and fluency and to form community

Explain how the course will incorporate instructor-to-student interaction.

The instructor use the discussion boards as a mechanism to offer structure, support and guidance through fieldwork process, demonstrating techniques for solving problems, accessing resources, and navigating the challenges of real world experience working with a widely diverse older population. Instructor will grade the assignments according to the rubric and provide timely feedback on all assessments. Instructor should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the real world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content and supplemental material to support their interaction with course topics relatd to their fieldwork experiences and understanding of aging. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to share experiences, and to identify connections between foundation knowledge from coursework applies to real world context. The course promotes student-to-content interactions by allowing a variety of methods of instruction. In this course, students may be presented with the material in a variety of ways such as individual and group activities, visual and virtual demonstrations, or guest speakers. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation. For example, students can be asked to select and discuss a particular challenge around end of life rights and how they impact the community dialogue on death, or how data driven decisions can impact healthcare access. Instructor will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes critical thinking by asking students to reflect on how the material is relevant to their own lives, community and family. As they navigate the challenges of fieldwork, taking their foundation understanding into real-world scenarios, the student will apply their own experiences and knowledge and use problem-solving techniques that will extend into their personal and professional development.

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