



College of Liberal Arts & Sciences
School of Social Work

Aging and Longevity Studies Program
Certificate

Internship & Seminar
Information Packet

ASP:4190:001

3 academic credits

ASP Coordinator: Mercedes-bern-klug@uiowa.edu or call: 319 335-1265 (direct line).

up-dated Sept. 5, 2018

Overview

Requirement for Certificate in Aging and Longevity Studies: Successful completion of the internship is a requirement for earning the Certificate in Aging and Longevity Studies. Only students who are earning the Aging and Longevity Studies certificate are eligible to enroll in the internship experience.

ASP core courses to be completed before ASP internship

In order to be eligible to enroll in the ASP Internship, the certificate student must have successfully completed the following courses. In some cases, a student will be allowed to complete one of the core courses during the semester in which the internship is completed.

Aging Matters: Introduction to Gerontology (ASP:1800)

Psychology of Aging (ASP: 3150)

Biology of Aging (ASP: 3160)

Social Aspects of Aging (*one* of the below)

Global Aging (ASP: 3135)

Anthropology of Aging (ASP: 2181)

Types of Internship Settings

Service setting: Most students will seek an internship at a site that works directly with older adults. Such sites include community-based service programs (e.g., Senior Centers, Adult Day Center, Area Agency on Aging), residential settings (e.g., Assisted Living facilities, Nursing Homes, Continuing Care Retirement Communities), or older adult oriented organizations (e.g., AARP, Alzheimer's Association, Heart Association).

Research setting: In some cases, students may complete the internship requirement by being part of a research project. The research project should be led by a UI researcher or a researcher in the field of aging.

Grading: The internship is graded as satisfactory/unsatisfactory. There is no letter grade.

Internship seminar and journal notes: Internship students registered for ASP:4190 (ASP internship) are required to participate in a seminar related to the internship experience. The seminar consists of approximately three meetings (each about 90 minutes) during the semester. The seminar also includes submitting weekly journal entries on ICON (about 1 page summarizing what was accomplished/experienced that week at the internship), and may include participation in an ICON-discussion board.

Credit hours and hours at internship and at seminar: The Aging & Longevity Studies Internship & Seminar is for 3 credit hours during one semester. For each semester hour, the student is

expected to devote 45 clock hours (3 credits x 45 hours = 135 clock hours). Over the course of the semester, students doing an internship at an agency or organization should plan to devote about 120 clock hours on location and an additional 15 hours participating in the seminar.

Please note, the actual hours you are “on location” at your internship will be negotiated with your agency supervisor. The seminar will consist of three 90-minute meetings during the semester. In the seminar you will meet with the other students who are in the process of completing the internship and a faculty member who will serve as the internship seminar leader.

Supervision: In order to pursue an internship in a setting, the setting must be prepared to provide the student with a supervisor. The supervisor will be expected to:

- Work with student to develop a learning contract based on AGHE competencies.
- Meet weekly (on average at least 30 minutes per week) with the student to review progress on responsibilities, review the learning contract (as necessary) and discuss the internship experience. The meeting can be over the phone if needed.
- Orient the student to the setting. Introduce the student to fellow staff members.
- Ensure the student has a place to sit and put belongings, and has access to equipment needed to complete tasks (for example, a phone or computer, etc.).
- Look for ways in which to include and integrate the student into the setting.
- Submit a written mid-term evaluation of the student to the Aging and Longevity Studies Program.
- Submit a written final evaluation of the student to the Aging and Longevity Studies Program.

Student’s major requires an internship. *If* the student’s major requires a field practicum or internship (such as social work and nursing majors), AND the student completes it in an aging-related setting, AND the student receives supervision AND partakes in a practicum seminar, the student can request that the Aging and Longevity Studies Program consider that the student has fulfilled the ASP internship requirement. In other words, the student can get credit toward the Certificate in Aging and Longevity Studies for an internship/practicum/field experience in his or her major field, and does not need to complete an additional internship specifically for the ASP.

Graduate student. If the student is a graduate student, the student needs a “faculty liaison” - a faculty member from the graduate student’s major department (such as psychology, social work, business, etc.). When a graduate student does an internship, the faculty liaison is responsible for reading weekly journals and providing guidance related to the internship experience. The faculty liaison signs off on the mid-term and final student evaluations.

Steps to a Successful Aging & Longevity Studies Internship



1. At the beginning of the semester BEFORE you intend to do your internship, read through this entire Aging and Longevity Studies INTERNSHIP packet. Determine if you will be eligible to enroll in the internship, for the following semester. In other words, have you successfully completed the four core aging courses (or at least 3 of the 4 core courses and will take the 4th course while doing your internship)?

Submit the “ALSP student internship interest form” (see page 6 of this packet) to the ALSP coordinator.

2. Half way through the semester BEFORE you intend to do your ALSP internship, make an appointment with the ALSP coordinator to discuss possible locations for your internship. In some cases, two or three appointments will be necessary, so start early. Once the student and ALSP coordinator arrive at a potential internship site, the ALSP coordinator will contact the internship setting, forward the student’s resume, and talk with the agency/organization to see if they have a person who could serve as the student’s on-site supervisor.

The student should enroll in the ASP Internship & Seminar (ASP:4190) for the following semester.

Graduate students: Meet with ALSP coordinator to identify a faculty member in your major to serve as the liaison.

3. Toward the end of the semester BEFORE you intend to do your ALSP internship, and after the ALSP coordinator lets you know the agency is open to meeting with a student, the student makes an appointment with the agency staff to meet and discuss the types of learning activities available.

The ALSP coordinator will follow-up with both the student and the agency to see if they are willing to work together. If for any reason, either party does not think it will be a good match, the ALSP coordinator and the student will meet again to discuss other options. Before the internship begins, the student contacts the agency to work out which days he or she plans to be there.

4. Begin your internship. Submit weekly journal entries to the ALSP coordinator through ICON. By the end of the second week at your internship, finalize (by signing) the *proposed* LEARNING CONTRACT with your on-site supervisor. (If you are a graduate student, please get your faculty liaison’s signature as well).

It is the student’s responsibility to submit the signed LEARNING CONTRACT to the ASP ICON site (scan it with signatures and save as a pdf to upload).

5. It is the students’ responsibility to coordinate an onsite MIDTERM visit from the ALSP coordinator at a time that is convenient to all three (the student, the onsite supervisor, the ALSP coordinator). The midterm evaluation will be discussed at that meeting.

6. It is the student’s responsibility to schedule a FINAL EVALUATION meeting with the onsite supervisor at least one week before the end of the semester.

ALSP Student Internship

Interest Form

Complete this form the semester BEFORE you intend to do your ALSP internship

Date form is submitted to ALSP coordinator: _____

Student's last name: _____

Student's first name: _____

Your student status (check one): undergraduate graduate other

What is your major: _____

What semester and year are you planning to complete your ALSP internship (for example: *fall 2020*) Semester _____ year _____

Please indicate ANY experience you have had working directly with older adults or with older-adult related programs:

Please jot down the type of organization you would be interested in interning with, or types of learning opportunities you would like (like direct interactions with older adults; policy-oriented work; program planning; program administration; marketing; evaluation; a research project, etc.)

Please email this completed form to the ALSP coordinator.

Mercedes-bern-klug@uiowa.edu (319) 335-1265.

Aging and Longevity Studies Program

Internship Learning Contract

Date of first draft: _____

Date of midterm onsite evaluation: _____

Date of final evaluation: _____

Student's name: _____

Major: _____

Phone: _____

UI email: _____

Organization's name: _____

On-site staff supervisor's name: _____

Phone: _____

Email: _____

Agency mailing address: _____

Organization's mission statement: _____

Onsite supervisor and student may want to discuss:

- Student and onsite supervisor's educational and job experience background. Review supervisor's job description. How does supervisor keep current about developments in the field? Discuss how employees are evaluated at the setting.
- Student's educational and experience background and interest in an aging-related job after graduation.
- History of the agency/organization. When was it started, by whom? What is the agency's tax status (for profit, not for profit, governmental)? How is it funded? Review organizational chart. Review names of board members. If available, discuss the agency's annual report and strategic plan. [Discussing this information may require several separate meetings].

Possible learning activities:

- Attend staff meetings.
- Attend a board meeting.
- Assist with compiling information for newsletter or website or blog (social media in general).
- Attend a professional development meeting (for example, a local professional conference).
- Read a grant application previously submitted (whether funded or not).
- Participate in the process of submitting a grant.
- Learn about characteristics of target audience for specific services provided by the agency
- Observe how services are provided
- Observe how service provision is evaluated
- Participate in providing or evaluating services, as appropriate

AGHE Competency-Related Learning Activities

The Academy for Gerontology in Higher Education (AGHE) has developed competencies for gerontology students. Some of the competencies can be addressed as part of the internship experience. Students and supervisors should discuss the information in the table below and brainstorm on ways selected competencies can be addressed as part of this internship.

Students: Please plan to have a draft of the learning activities and evidence for achievement (column "C") by the end of the second week of the internship. Please note that these can be adapted and fine-tuned throughout the semester and will be discussed during midterm visit with the ASP coordinator.

A	B	C	D
AGHE Competency	AGHE Competency Content Area	A). Learning Activities (<i>for example, discussion with supervisor, reading materials, discussing with older adults, watch a film, conduct an interview with a knowledgeable person.</i>) B). Evidence for Achievement (<i>How will student competency be measured? For example, conversation, observation, demonstration, etc.</i>)	Supervisor's Evaluation Comments (Mid-term Evaluation) (Final Evaluation)
AGHE DOMAIN: Category II. Ethics and Professional Standards (address at least 3 content areas in this domain)			
Adhere to ethical principles to guide work with and on behalf of older persons	II.2.1 Respect the person's autonomy and right to real and meaningful self-determination.	A) Learning activity B).Evidence for achievement	

	II.2.2 Respect interdependence of individuals of all ages and abilities.		
	II.2.3 Respect cultural values and diversity		
Required of all students	II.2.4. Utilize programs and policies that address elder mistreatment and abuse; mandatory legal reporting.		
Required of all students	II.2.5 Recognize ethical standards and professional practices in all phases of work and research with and on behalf of older persons including, but not limited to: <i>informed consent, confidentiality, beneficence, non-maleficence, honesty and integrity.</i>		

AGHE DOMAIN: <i>Communication with and on behalf of older persons</i> (address at least one of the content areas in this domain)			
Engage, through effective communication older persons, their families and the community, in personal and public issues in aging	11.3.1 Establish rapport and sustain working relationships with older persons, their families, and/or concerned others		
	11.3.4 Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including: sensory deficits, disabilities, and medical conditions.		
	11.3.5 Apply and teach caregivers communication techniques to interact effectively with persons with dementia		
	11.3.6 Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers and communities.		

AGHE DOMAIN: <i>Interdisciplinary and Community Collaboration</i> (address at least one content area in this domain)			
Engage collaboratively with others to promote integrated approaches to aging	11.4.2 Respect and integrated knowledge from disciplines needed to provide comprehensive care to older adults and their families		
	11.4.5 Provide the following groups information and education in order to build a collaborative aging network: Aging workforce professionals, personnel and volunteers in the field of aging.		
AGHE Category III. <i>DOMAIN Well-being, Health and Mental Health</i> (address at least one content areas in this domain)			
Promote older persons' strengths and adaptations to maximize well-being, health and mental health	111.1.1 Build relationships that are respectful, confidential and engage positive change		
	Screen and provide referrals to evidence-based programs and interventions related to health promotion, disease prevention or assessment and treatment programs.		

	111.1.5 Facilitate optimal person-environment interactions		
<i>Other (optional - based on student's interest or special learning opportunities at the setting).</i>			

Midterm evaluation

There are three people who attend this in-person, onsite meeting: the student, the onsite supervisor, the ALSP coordinator. It is the student's responsibility to organize the meeting. The meeting should take place about half way through the internship.

1. Student provides a tour and overview of the setting.
2. Student and onsite supervisor discuss the AGHE competencies that have been addressed so far and plans for addressing the remainder.
3. The student, onsite supervisor and ALSP coordinator discuss communication expectations for the internship and extent to which the expectations are being met, or likely to be met.
4. Discuss any other expectations or hopes or concerns about the internship.
 - a. Is the student satisfied, so far, with the internship experience?
 - b. Is the onsite staff supervisor satisfied, so far, with the internship experience?
5. Student, supervisor, and ALSP faculty discuss plans for the remainder of the internship to assist in achieving AGHE competencies and meeting student and onsite supervisor's expectations for the internship.

Date and time of site visit: _____

ALSP faculty member to document any major change in plans: ___no ___yes (describe below)

Final Evaluation FORM

It is the student's responsibility to schedule a meeting with the onsite staff supervisor to discuss the student's performance and complete this evaluation form. The meeting should take place during the last week of the internship experience.

It is the student's responsibility to upload the final evaluation form to the ICON site for the ALSP faculty member to review.

The student and staff supervisor may include the ALSP faculty member (in-person or by phone) although this is not required.

Onsite Supervisor's Evaluation of Student

In addition to providing comments in the AGHE competencies table (right column), please address the following questions in a couple of paragraphs (please attach).

1. How well prepared this student was to succeed in the setting.
2. Extend to which student demonstrated the ability to learn and grow through the experience (openness to feedback).
3. Extend to which the student's efforts were effective in the setting.
4. Extend to which the student met the supervisor's expressed expectations.
5. What further academic coursework or experience you would recommend for the student in light of the student's professional aspirations.

Onsite supervisor's assessment of student's effort during the internship:

___ Satisfactory

___ Unsatisfactory

Response from student to staff onsite supervisor about the experience:

Staff supervisor's signature, date

Student's signature, date

Date internship completed: _____