



San Diego State
University

School of Social Work
Field Education
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**GERO 400A/B Overview
Curriculum Course
Requirements Academic
Year**

Overview – Refer to Course Master and Supplemental Syllabi for detailed information.

Hours Required: Gero A (required) 200 hours of internship (approximately 13-14 hours per week) in an approved agency working with older adults. List is available via email swfield@sdsu.edu or from Undergraduate Advisor. Gero B is an optional elective for students who entered the program in 2013-14 or later.

(Check Attendance Policies for holidays, illness, etc.)

SDSU Field Seminars	Mandatory: 1-2 seminar class meetings will be held each semester. First meeting will meet for two hours and is held within the first three weeks of the semester. Please refer to SDSU class schedule upon enrollment and current course syllabus for first class/seminar meeting date, time, and location
Supervision	Minimum: 1 hour per week of formalized individual supervision by Field Instructor.
Practice Approach	⇒ Generalist
Field Assignments	⇒ Student Information Data form, Student-Agency Checklist, Mid-Semester Evaluation of student, Student Self-Assessment and Evaluation, End of Semester Evaluation, attendance/participation in seminar and other assignments as may be determined.
Diversity Focus (Students must have assignments/caseload that differs from self.)	⇒ In micro, mezzo & macro caseload/activities. ⇒ Awareness, sensitivity & experience with, but not limited to, the following: women, the elderly, gay, lesbian, bisexual or transgender individuals, those with a physical or mental challenge, individuals from various ethnic backgrounds, individuals from various socioeconomic classes, individuals from various religions and cultures.
Purpose of the Internship	Field education is an essential and irreplaceable element of the curriculum in the Gerontology programs at San Diego State University. It is the practicum learning experience that allows students to integrate classroom theory, knowledge, and practice skills in developing professional competence and identity. This content includes the use of gerontology theory in actual practice situations, skill building, and demonstrating professional standards of ethics, values, and practice, under the professional supervision of qualified gerontologists in their role as field instructors. The field experience seeks to meet the goals of the gerontology program in the practicum setting. Field agencies, in conjunction with the program curriculum, have provided our gerontology program students with quality field placements in a broad group of agencies, including public, nonprofit, multi-disciplinary, inpatient/outpatient settings including psychiatric settings, nursing homes, hospitals, family service agencies, hospices, community mental health, substance abuse, law enforcement, community care clinics, and senior care settings and services, etc. The result of this joint endeavor, between the department and field agency, provides learning opportunities for students to acquire the professional ethics, attitudes, knowledge, and skills which define the gerontology profession.

Objectives and Competencies for Practicum Course

1. Describe the processes of physical (biological), psychological, and social aging and related theories of aging.
2. Know about the diverse needs of the older population in terms of age, gender, race and ethnicity, and/or diverse abilities.
3. Demonstrate knowledge of the aging network consisting of programs and policies for the aging population.
4. Describe and understand own attitudes toward and beliefs about old age and older adults and reflect and analyze stereotypes or attitudes towards old adults in the portrayal of aging by society.
5. Understand basic concepts of research methods necessary to describe and discuss efficacy and effectiveness of the services and program for older adults as guided and informed by empirical evidence.
6. Develop effective written, oral and interpersonal communication skills with individuals, caregivers, families, and community thru professional field experiences.
7. Demonstrate case management skills such as interviewing, assessment, and reporting writing.
8. Demonstrate knowledge and understanding necessary to describe, assess, and critique various programs, intervention and services to meet the needs of the growing aging population.
9. Demonstrate knowledge and skills necessary to advocate for the needs of older adults and their families by engaging in policy formation, implementation, and analysis.
10. Understand the ethical complexities which surround issues with respect to aging.

By the end of the field experience, students should be able to:

1. Describe practicum agency's goals, philosophy, values, ethical codes, functions, roles, clientele, and services offered and how the agency addresses the needs of elders in that community
2. Demonstrate case management skills such as interviewing, assessment, and reporting writing. Also will be able to co-facilitate various groups with an elderly population
3. Identify client and family's needs; formulate a basic treatment plan and identify interventions that could be provided by case management and referrals, e.g., identifies need for a higher level of care; respite care for care-giver, increased recreational or socialization opportunities for older adult clients.
4. Awareness and recognition of the diverse needs of the older population in terms of age, gender, race and ethnicity, and/or diverse abilities. Be able to identify and combat negative stereo-types through providing accurate information and education.
5. Identify age related changes in the body and mental functioning typical of the elderly as observed when working with clients in the agency.
6. Describe the connection and relationship between research and practice and be able to describe assess and critique various programs, intervention and services designed for older adults.