



**College of Nursing and Health Science
Department of Global and Community Health**

**GCH 771 GERONTOLOGY PRACTICIUM
AND CAPSTONE SEMINAR**

Dr. Frieda R. Butler

**Office Hours: Monday and Wednesday 2:00-4:00PM
Robinson B421**

**Office Phone: 703-993-1911
Cell: 240-463-2339
Office Fax: 703-993-1908
Home Office Fax: 1-410-867-8756**

**fbutler@gmu.edu
www.gmu.edu/departments/gerontology/**

**Location: Rob B424
Monday 7:10-10:20**

Spring 2008

GEORGE MASON UNIVERSITY
College of Health and Human Services

Course Number: HSCI 771 (3:2:6)

Course title: Gerontology Practicum and Capstone Seminar

Placement in Curriculum: Prerequisite: all course work; (corequisite Health Services Research for M.S. in Health Science ; GCH 770– Gerontology Tract majors ;).

Faculty: Dr. Frieda R. Butler

Catalogue Description : Continuation of gerontology field practicum in gerontology, including further problem identification and analysis. Students will implement the project identified in previous practicum experience, under the supervision of identified preceptor or professional in the facility. Gerontological theoretical concepts are applied in the development and implementation of the project. Practicum seminar uses case study analyses to explore problem-solving approaches in a variety of situations and health care/service organizations.

Course Objectives:

1. Implement a scholarly project identified in previous practicum experience.
2. Apply appropriate gerontological and other theories to explore and analyze aging issues relevant to implementation of the project.
3. Analyze pertinent interdisciplinary literature and research findings for appropriateness of application within the context of the practicum project.
4. Demonstrate effective functioning as a member of the extant team to help achieve the organization's goals and objectives.

Teaching Strategies:

The class is conducted in a seminar discussion format. Sharing of clinical experiences, student presentations, media presentations and case studies are commonly used strategies.

Evaluation Methods:

Practicum Performance	35%
Seminar Participation	15%
Project proposal	15%
Written Progress Report	10%
Final written project paper	25%

Required Text: None

Recommended Readings: Located in syllabus

GEORGE MASON UNIVERSITY
College of Health and Human Services

Seminar Meeting Schedule (2008) Students will meet every other week for about 1.5 hours for seminar.

January 28

Future Dates TBD

Faculty, Student, Preceptor Meeting

PRACTICUM ACTIVITIES

Gerontology is a rapidly growing field, which encompasses multiple dimensions and is increasingly accepted by health care professionals as an important specialty area. As you move through your clinical practicum, please keep in mind that your role in aging is constantly evolving and is developed primarily through need and your specific clinical practice activities. The role of the specialist in aging is perceived and operationalized differently from practice setting to practice setting. As a result, you must begin to determine your role in your clinical site in collaboration with your preceptor, and analyze and differentiate role expectations within specific practice situations early in your practicum.

As you progress through your practicum, role expectations, role analysis, and practice issues will become easier to discern. As a future gerontologist it is important for you to understand the relationships and dynamics of large and small organizations, public and private agencies and of the large systems that exert great control over the lives of the aged. It is not sufficient to tacitly accept stated, surface, facile explanations or reasons for regulations and policies; you need to perceive the underlying interests and reasons for such regulations and policies. It is important that you look at aging and its relationship to four major systems: economic, political, health care, and social service systems, as much as possible. You will need to examine some of the underlying, unstated dynamics operating in these systems.

Student Responsibilities

As much as possible, you have selected or been assigned a clinical site and preceptor, which are commensurate with your professional or career goals. In addition to the course objectives, which are included in this syllabus, you are required to achieve specific personal objectives. These personal objectives are to be developed by you and approved by your clinical instructor prior to submitting them to your preceptor. You and your preceptor will decide if the objectives are attainable.

Graduate students in the Gerontology Practicum are expected to be self-directed, but under the guidance of the preceptor. You are encouraged to work closely and collaboratively with your preceptor, as well as other clinical personnel at your site. Coordinate your practicum activities for the semester with your preceptor, and keep your instructor informed of your progress. You are expected to share your practicum activities with your classmates and instructor during the seminar sessions.

Clinical activities may vary from site to site. There is much flexibility built into the program; however, all activities must be related to achievement of course objectives and approved personal objectives. Practicum activities include the following:

- Orientation to the facility and related sites
- Conferences with preceptors and others in the facility
- Observation of preceptor activities and selected others
- Simulation of aspects of selected roles
- Work on collaborative project; this includes searching the literature and other preliminary research activities
- Attendance at clinical conferences and staff meetings appropriate to student clinical activities
- Attendance at continuing education offerings appropriate to achievement of goals and objectives

Student/Preceptor Clinical Activities

Through collaboration with the preceptor and in accordance with your course and individual objectives and clinical site, your clinical experiences should include, but not be limited to the following:

GEORGE MASON UNIVERSITY
College of Health and Human Services

PRACTICUM SHARING

Practicum sharing has proven to be an effective strategy for enhancing students' learning during the internship. Mutual sharing of experiences, knowledge, and ideas, as well as problems encountered during the clinical experience are expected. As graduate students, and soon to be professionals in aging, you represent gerontological leadership, today and tomorrow. Faculty will guide your learning in your professional role, which includes helping you to develop your leadership skills. A focus area has been suggested for each seminar, but this is flexible and may vary depending on your interests and experiences in the clinical area.

Guidelines for Practicum Sharing:

1. What primary role(s) did you assume on your previous clinical days?
2. What role functions or characteristics were inherent in your clinical practice sessions?
3. Describe any satisfying, edifying or positive benefits.
4. Describe any dissatisfaction, frustrations or anxious moments related to this experience.
5. How do you propose to pursue this situation or to plan for any anticipated situations of a similar nature?
6. How can the group assist you in this?
7. Identify knowledge or skill deficits (if any) related to this clinical session.

Seminar Meeting Schedule (2008) Students will meet every other week for about 1.5 hours for seminar. Students are expected to share experiences, discuss reading assignments and share other pertinent information relative to the practicum experiences.

(TBA)

Faculty, Student, Preceptor Meetings

PRACTICUM ACTIVITIES

Gerontology is a rapidly growing field, which encompasses multiple dimensions and is increasingly accepted by health care professionals as an important specialty area. As you move through your clinical practicum, please keep in mind that your role in aging is constantly evolving and is developed primarily through need and your specific clinical practice activities. The role of the specialist in aging is perceived and operationalized differently from practice setting to practice setting. As a result, you must begin to determine your role in your clinical site in collaboration with your preceptor, and analyze and differentiate role expectations within specific practice situations early in your practicum.

As you progress through your practicum, role expectations, role analysis, and practice issues will become easier to discern. As a future gerontologist it is important for you to understand the relationships and dynamics of large and small organizations, public and private agencies and of the large systems that exert great control over the lives of the aged. It is not sufficient to tacitly accept stated, surface, facile explanations or reasons for regulations and policies; you need to perceive the underlying interests and reasons for such regulations and policies. It is important that you look at aging and its relationship to four major systems: economic, political, health care, and social service systems, as much as possible. You will need to examine some of the underlying, unstated dynamics operating in these systems.

Student Responsibilities

As much as possible, you have selected or been assigned a clinical site and preceptor, which are commensurate with your professional or career goals. In addition to the course objectives, which are included in this syllabus, you are required to achieve specific personal objectives. These personal objectives are to be developed by you and approved by your clinical instructor prior to submitting them to your preceptor. You and your preceptor will decide if the objectives are attainable.

Graduate students in the Gerontology Practicum are expected to be self-directed, but under the guidance of the preceptor. You are encouraged to work closely and collaboratively with your preceptor, as well as other clinical personnel at your site. Coordinate your practicum activities for the semester with your preceptor, and keep your instructor informed of your progress. You are expected to share your practicum activities with your classmates and instructor during the seminar sessions.

Clinical activities may vary from site to site. There is much flexibility built into the program; however, all activities must be related to achievement of course objectives and approved personal objectives. Practicum activities include the following:

- Conferences with preceptors and others in the facility

- Observation of preceptor activities and selected others
- Simulation of aspects of selected roles
- Work on collaborative project; this includes searching the literature and other preliminary research activities
- Attendance at clinical conferences and staff meetings appropriate to student clinical activities
- Attendance at continuing education offerings appropriate to achievement of goals and objectives

Student/Preceptor Clinical Activities

Through collaboration with the preceptor and in accordance with your course and individual objectives and clinical site, your clinical experiences should include, but not be limited to the following:

- Implementation of the project previously approved by preceptor and instructor
- Continued identification of researchable problems in aging
- Identification of community resources relative to specialty site
- Implementation of subroles when possible
- Case management activities or simulation of case management
- Clinical practice in specialty area
- Legislative and policy related activities

GUIDELINES FOR CLINICAL JOURNAL

You are required to submit a journal of your clinical activities by email 48 hours following each practicum day. Activate your GMU student account; obtain users' ID, password, and E-mail.

Include in your journal the following data:

1. Name, date and number of hours.
2. Cumulative hours for the semester
3. Objectives for the practicum day
4. Practicum activities; any theoretical concepts applied
5. Your assessment of the activities
 - a. Positive aspects or benefits
 - b. Negative aspects or problem areas
6. Plans for next practicum day
7. Any other relevant data or interesting observations

GEORGE MASON UNIVERSITY
College of Health and Human Services

PRACTICUM SHARING

Practicum sharing has proven to be an effective strategy for enhancing students' learning during the internship. Mutual sharing of experiences, knowledge, and ideas, as well as problems encountered during the clinical experience are expected. As graduate students, and soon to be professionals in aging, you represent gerontological leadership, today and tomorrow. Faculty will guide your learning in your professional role, which includes helping you to develop your leadership skills. A focus area has been suggested for each seminar, but this is flexible and may vary depending on your interests and experiences in the clinical area.

Guidelines for Practicum Sharing:

1. What primary role(s) did you assume on your previous clinical days?
2. What role functions or characteristics were inherent in your clinical practice sessions?
3. Describe any satisfying, edifying or positive benefits.
4. Describe any dissatisfaction, frustrations or anxious moments related to this experience.
5. How do you propose to pursue this situation or to plan for any anticipated situations of a Similar nature?
6. How can the group assist you in this?
7. Identify knowledge or skill deficits (if any) related to this clinical session.

GUIDELINES FOR PROJECT PROPOSAL AND FINAL PAPER

Formal Paper.....30%

The term paper should be focused, concise and include all the areas listed below.

Area of interest or problem area
Major Purpose, goals or objectives
Rationale/Justification/Need for the Project
Background Information
Review of the Literature
Conceptual Framework (Optional)
Methodology/Plan (include target population, etc.)
Actual Outcomes and/or Expected Outcomes
Discussion
Evaluation
References

Your project should explain how you have incorporated some of the theories of aging, any intergenerational concepts, aging research and current literature into the planning.

Criteria for Paper Evaluation

1. Typed and grammar correctly utilized; APA format 10%
2. Demonstrates analytical skills in design of project 30%
3. Minimum of 5 current references (within last 5 years)..... 10%
4. Demonstrates an understanding of aging theories, intergenerational concepts, and other theories applicable to your specific discipline.....20%
5. Inclusion of all aspects of the requested items..... 30%
should be conceptualized and organized with defensible logic.

IMPORTANT DATES

- | | |
|-----------|---|
| 2/04 – 14 | Preceptor meetings with faculty (student will schedule) |
| 2/26 | Progress report submitted |
| 3/24 | Term paper (project paper) draft submitted |
| 4/28 | Final written term (project) paper |