Gerontology Annual Learning Outcomes Assessment Report – June 2013

> Subject Area Committee Name: Gerontology
> Contact person: Jan Abushakrah, SAC Chair
> For CTE: Degree or certificate* assessed: AAS Degree & Gerontology Certificate (44 credit)
> *please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

1. Changes Resulting From Recent Outcome Assessments

A. Career Management Courses (GRN181, 280a and b, 282)
Assessment results revealed some problems, information gaps, and confusion on the part of some students on their career direction, the connection between course work and their job/career goals, and particularly on how to use internships to advance their career objectives. Many students were also not adequately prepared to present themselves and their qualifications to employers, emphasizing their fit to open positions; or they were not adept at translating their knowledge and skills into finding or creating work, including self-employment, that fit their vision.

Change 1: Introduction of Forms for Tracking, Reflection, and Instructor Feedback – Several fillable PDF forms, some with built in feedback sections from the instructor, were added to guide students through the career management process and to provide a record of shifts and developments over time.

GRN181 Exploring the Field of Aging: Several forms were introduced to provide a more formal structure to their exploration process and determination of their career direction, which can be stored in their ePortfolios and revised as needed. These include: Transferable Skills narrative, worksheet sample and three worksheets; My Ideal Job, defined in terms of seven dimensions and linked to their Transferable Skills; Prioritization Grid to identify their top three career areas in which to conduct market research and identify training/education requirements; Informational Interview Reporting Form; and SMART Goals and Planning Sheet (See Appendix 1 for all forms).

GRN280a Gerontology Internship: The standard cooperative education forms were adapted and expanded to fit the Gerontology Program with students identifying their own Learning Objectives, and a Final Assessment Form completed by the student was added: GRN Learning Objectives, GRN Training Agreement; GRN Final Assessment Report; and GRN Supervisor Evaluation (See Appendix 1 for all forms).

GRN280b Gerontology Internship Seminar: There were no new forms developed for this seminar at this time, but we may add some to this course to support students in developing a professional approach toward their internships. The major revisions in this course included an expanded section on searching for and setting up internships, with an emphasis on intentionally selecting internships linked to student specialties (Career

Pathways Certificates), and on making the most of internships to secure a job and advance their career.

GRN282 Gerontology Professional Seminar: The templates and forms were developed for the major job/career tools introduced in this course. They include: 7 Master Resume Forms, the Job Specific Resume Template, a Business Brochure Template for students considering self-employment; an Interview Organizer, and a S/PAR Behavioral Interview Preparation Form. (See Appendix 1 for all forms).

These fillable PDF forms created for Career Management Courses as a result of recent outcomes assessments, organized by the course in which they are introduced, contribute to achieving the **PCC Core Outcome 5**: Professional Competence; as well as the **GRN AAS Degree 4:** Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities, **and the GRN Certificate Outcome 4:** Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate); and **5:** Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities.

Most of the forms constitute assessments of those Learning Outcomes. (The forms also contribute to achieving core outcomes of the other six Certificates, related to career and professional standards, and most constitute assessments of those Learning Outcomes).

Change 2: Additional Career Management Supports
- Many tools and processes covered in the Career Management (CM) courses are also presented in four in-person Job Skills Workshops offered every Fall, Winter, and Spring term.
- A *Managing Your Career in Aging Guidebook* required for all CM courses is being developed this summer for use starting in the Fall 2013 term. The Guidebook will provide students an overview of the CM process and the ability to find tools and assistance when they need them, whether or not they are enrolled in a particular CM course. [More details on the Guidebook are discussed in section 4; draft outline in Appendix 2].

B. Gerontology Homeroom and ePortfolios for Learning Outcomes Assessment & Professional Development

The introduction of the GRN Homeroom as a 24/7 meeting place for all things Gerontology – including as the launching pad for student ePortfolios – is beginning to have a profound impact on student awareness and is empowering them to take great charge of their learning and their careers.

Gerontology Homeroom Table of Contents
1. Homeroom Overview
Includes presentations on the Gerontology Program, student supports provided by the Program, the ways in which the Program communicates with students (and community partners), and how the Homeroom and ePortfolios connect with Courses and fit within the Program.

2. Gerontology Program: Your Path
Includes two sections: Career Management and the Gerontology Degree and Certificates.

The **Career Management** section mirrors the Career Management Courses (GRN181, 280a and b, 282) and includes discussion of the career management process and most of the forms and tools included in the courses.

The **Gerontology AAS Degree & Certificates** section is divided into 7 parts: the Degree and 44-credit Certificate, the three Activity Professional Certificates, the Advanced Behavioral & Cognitive Care Certificate, the End of Life Care & Support Certificate, the Horticultural Therapy Certificate, the Fitness Technology-Gerontology Co-Degrees/Certificates and the Healthy Older Adult Fitness Certificate, and the Design for Accessibility & Aging in Place Certificate. Each part describes the **Degrees/Certificates** including labor market inventory, work and educational opportunities, a list of courses hyperlinked to the CCOGs, and the Degree/Certificate Learning Outcomes. Under development is the **Learning Outcomes Assessment Preview Map for each Degree and Certificate** (See section 5 of this report for details).

3. Gerontology ePortfolio
This section provides
- An **overview** of what ePortfolios are, how they are used, and the specifics of ePortfolios in D2L. The main emphasis is on using ePortfolios as (a) storage of all the student's relevant educational and career documents and materials, including assessed assignments from D2L courses; (b) the ways in which ePortfolios are used in the Program to assess learning outcomes for the Degree and Certificates the student is earning; and (c) ways to use the ePortfolio as a professional and career development tool.
- **Tutorials** on Deconstructing Your ePortfolio into Bits & Pieces.
- **Directions** on What to Do at the End of Every Term (basically, importing grades, assignments, discussions and other items from each course).

[The materials in the ePortfolio section of the Homeroom are available to students in the form of a printed manual at two workstations in the Gerontology office, to assist them in working on their ePortfolios, often with the assistance of a Peer Mentor].

4. Homeroom and ePortfolio Resources
This section includes links to Forms & Tutorials (so they only have to be updated in one spot), a Glossary, Tags for ePortfolio Artifacts, and Artifacts Icons.

Role of GRN Homeroom in Learning Outcomes Assessment: As described in the Courses-Homeroom-ePortfolio flowchart (Appendix 2), the Homeroom provides a critical link between student courses, their Degrees/Certificates and their ePortfolios, as well as the overview of the Program itself. It is through the Homeroom that students are introduced to Learning Outcomes Assessment and how the assessment process for the Degree and Certificates will be conducted. (See section 4 for details on how the Homeroom role in LOA is being developed).

C. Rubrics in D2L for Capstone Courses to Assess Core Course, Degree & Certificate Outcomes, Aligned with PCC Core Outcomes & AGHE Core Competencies
Rubrics and other tools for course-level assessment are being developed for all core Gerontology courses. Here, the alignment of just two capstone project rubrics is outlined to illustrate how core course projects are being assessed.

Table 1: GRN AAS Degree/Certificate Outcomes Aligned with
Life Stories Project (SOC223) and Applied Research Project (SOC230) Rubric Criteria

GRN AAS/Certificate Outcomes	Life Stories Project (SOC223)	Applied Research Project (SOC230)
1. Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member.	**LO 1: Diversity & Inequalities** Illustrates & draws from sociological theories & multi-disciplinary perspectives on diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies.	Criterion 1: Proposal Link to Research *[Linked to Analytical Summaries Rubric]*
2. Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings.	**LO 2: Social Structural & Cultural Factors** Demonstrates how the life course is influenced by social structural & cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community	Criterion 2: Needs & Assets Assessment
3. Communicate, collaborate, and access appropriate resources, while working	**LO 3: Social Institutional Practice & Policies** Discusses how social	Criterion 3: Steps & Components of Plan Implementation

with other professionals and with diverse stakeholders.	institutional practice or policies influenced the aging process and life course of the life stories subjects, and in what ways	
4. Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities. 5. (Cert) Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate).		Criterion 4: Usefulness & Benefits of Plan to Specific Populations
	Criteria 4-5: Quality of Writing Self-Evaluation	Criterion 5: Self-Evaluation

Notes on Rubrics & Links to Degree/Certificate Outcomes: The alignment of the course capstone projects with Course Learning Outcomes and the Degree/Certificate Outcomes is not linear, but rather multi-layered through a complex matrix of connections. This will be better illustrated when we complete the Gerontology Homeroom sections on Learning Outcomes Assessment (as a preview of what students who pursue the Degree and any of the Certificates will learn and do throughout their studies) and the building of the Competency Structure into D2L Courses (both discussed below).

2. Assessment Design for Each Outcome

This report focuses on assessment of the learning outcomes only of the AAS Degree and the 44-credit Certificate, which basically constitutes the first year of the AAS Degree. The following Matrices present the alignment of the Degree and Certificate Outcomes with the PCC Core Outcomes.

Matrices of Gerontology AAS Degree & Certificate with PCC Core Outcomes

AAS Degree (90 credits)
1. Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member.
2. Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings.

3. Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders.
4. Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities.
5. If desired, pursue higher education for a bachelor or master degree, beginning at the third-year level

Core	AAS - 1	AAS - 2	AAS - 3	AAS - 4	AAS – 5
1 – Communication	x	X	x	x	X
2 – Commun-Environ Responsibility	x	X	x	X	
3 – Critical Thinking-Problem Solving	x	X	x	x	X
4 – Cultural Awareness	x	X	x	x	
5 – Professional Competence	x	X	x	x	X
6 – Self-Reflection	x	X	x	x	X

Certificate (Career Pathway – 44 credits)
1. Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
2. Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
3. Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders in service and program delivery
4. Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities
5. Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate)
6. If desired, pursue the additional 46 credits to earn an AAS Degree in Gerontology

Core	CP - 1	CP – 2	CP - 3	CP - 4	CP – 5	CP - 6
1 – Communication	x	X	x	x	x	x
2 – Commun-Environ Responsibility	x	X	x	x		
3 – Critical Thinking-Problem Solving	x	X	x	x	x	x
4 – Cultural Awareness	x	X	x	x		x
5 – Professional Competence	x	X	x	x	x	x
6 – Self-Reflection	x	X	x	x	x	x

Results of Assessment From Rubrics

Course/Term	Rubric/Project	# of Students	Average-Range-SD
SOC230 Winter 2013	Analytical Summaries	33/40	Av.91% / R: 20-100 SD: 17.24
	Applied Research Project	33/44	Av. 90%/ R: 50-100 SD: 14.7
SOC230 Spring 2013	Analytical Summaries	18/34	Av 93.4% / 49-100
	Applied Research Project	21/34	SD: 14.6
SOC 223 Fall 2012	Life Stories Project	42/58	Av. 91% / 70-100 SD: 7
SOC223 Winter 2013	Life Stories Project	31/47	Av. 83% / 40-98 SD: 14
SOC231 Spring 2013	Public Health Capstone Project	N/A	N/A

Other Assessment Results: While we do not use formal rubrics in D2L for other assignments, we do provide students guidelines and grade according to informal rubrics. These include Supervisor Evaluations and Student Self-Assessments of Internships, and Assessments of Professional/Career Tools students produce in GRN282 Gerontology Professional Seminar (Resumes, Portfolios, Job Interview Preparation, and Capstone Presentations).

3. Results of Assessments of Learning Outcomes & How Results Will Be Used to Make Improvements to Teaching & Learning

Here are some preliminary observations about the results of the use of rubrics and other assessment tools in 2012-13, and how we will use those results to make improvements to our teaching and learning:

Result 1: A high percentage of students don't complete the capstone projects (with some getting low scores).

Proposed Solutions 1: Ways in which these results will be used to improve teaching and learning include:

- Introducing capstone projects in first course unit, including rubrics and examples

- In SOC223-230: Reducing number of assignments so students have more time to focus on capstone, combined with raising the number of points for the capstone.

- Posting Examples of Capstone Projects that meet LO standards (already done in SOC231)

- Creating Competencies Structures in D2L with Matrix linking AGHE Competencies, PCC Core Outcomes, Degree/Certificate Outcomes, Major Course Outcomes, Capstone Project Outcomes with Assignments/Discussions

- Use ePortfolios as the primary medium of Learning Outcomes Assessment.

These last two proposed solutions are developed in sections 4 and 5.

Result 2: While forms for both students and supervisors to assess students primarily according to how well they met the Internship Learning Objectives are now in place, we have not developed a reliable method of compiling and analyzing those assessments.

Proposed Solution 2: Add this to our SAC Fall In-Service Agenda.

4. Changes To Be Implemented To Help Improve Students' Attainment Of Outcomes

The major changes we plan to implement to help improve students' attainment of outcomes have already been mentioned in this report, and are summarized here, with some supplementary discussion, flowcharts, and so on, included in Appendices to this report.

A. Career Management Courses: ***The Managing Your Career in Aging Guidebook*** will be developed this summer for sale in the Fall, providing students an overview of the Career Management process and a with a manual indicating where (courses, homeroom, etc.) they can find information and tools they need to be successful. (See Outline of the Guidebook in Appendix 2)

B. Further Development and Use of Gerontology Homeroom and ePortfolios, integrated with Degree/Certificate Coursework

How this will be accomplished is outlined in section 5.

5. Effectiveness of Current Assessment Tool(s) & Process

What has been accomplished so far are essential elements for an overall assessment strategy that will be realized by taking Homeroom, ePortfolios, and Competencies Structure, all in D2L, to the next level. The Competencies Structure within D2L will also be linked with the AGHE (Association for Gerontology in Higher Education) Competencies as part of that professional association's Accreditation.

Our 2013-14 Plan - Create a comprehensive Learning Outcomes Assessment Process, based on a Competencies Structure in D2L, Preview Flowcharts in the Gerontology Homeroom, and a Process for using ePortfolios as the individual and aggregate basis for Learning

Outcomes Assessment. The Gerontology LOA process will also be aligned with the emerging AGHE Competencies, which are in the process of development as part of their Accreditation Taskforce, and Jan Abushakrah serves as the Community College representative on the Competencies Committee of that Taskforce.

Step 1: Continue Development of Competencies Structure in D2L.
This process was started in early 2013, but suspended until the new 10.1 version of D2L was introduced (basically, there were too many problems with the version PCC was using, and those problems promise to be resolved in 10.1.

The Competencies Structure is a framework for organizing what PCC calls Learning Outcomes Assessment. Despite terminological differences, the structure actually works quite well to organize a comprehensive LOA strategy.

Definitions of three components of a Competencies Structure as used in D2L:

1. **Activities** are what users (students) complete to acquire knowledge or skill.
2. **Learning Objectives** are what measure whether the skill or knowledge was acquired.
3. **Competencies** are achieved when all the Learning Objectives are completed.

Table 1 demonstrates how PCC Core Outcomes align with a first draft of Gerontology Competencies and Learning Objectives:

PCC Core Outcomes	GRN Competencies	GRN Learning Objectives
1 - Communication	1 – GRN Communication	Discussion Writing Presentations
2 – Community / Environmental Responsibility	2 – GRN Community / Environmental Responsibility	Advocacy Service-Learning Internships
3 – Critical Thinking / Problem Solving	3 – GRN Critical Thinking / Problem-Solving	Aging Research • Interpretation • Application Aging Theory • Interpretation • Application Aging Practice / Programs / Policies • Description/Analysis • Application/Services / Advocacy • Implementation / Administration • Design / Development

		• Evaluation / Assessment
4 – Cultural Awareness	4 – GRN Cultural Awareness	Diversity / Inequalities Knowledge Diversity / Inequalities Application & Evaluation
5 – Professional Competence	5 – GRN Professional Competence	Professional Roles Professional Ethics / Standards Professional / Career Tools
6 – Self-Reflection	6 – GRN Self-Reflection	Journaling Self-Application Reflections on Internships Self-Evaluation

Table 2 is a draft, sample worksheet for developing a Competency Structure for a Course, using a similar template:

GRN282 Gerontology Professional Seminar Competencies Structure *Draft*

Competencies	Competency Children	Learning Objectives	Activities – Discussions, Assignments	Learning Modules
1 - GRN Communication	*May want to develop this category*			
		Discussion	D1-10	LM1-10
		Writing	A1a (Prioritization Grid), A1b (SMART Goals – Academic-Career), A2 (LinkedIn Profile), 3 (Mission Statement, 4 (Master Portfolio Plan), 5 (Master Resume), 8 (Interview Organizer), 9 (Behavioral Interview Questions), 10a (Course/Self-Eval), 10b (Exit Questionnaire)	LM 1-5, 8-10
		Presentation	A6: Job Resume, Cover Letter A7: Capstone Files & Seminar ePortfolio	LM 6-7
2 – GRN Community-Environmental Responsibility			Reports/Analysis included in A1-10	Included in LM 1-10

		Advocacy		
		Service-Learning		
		Internships	Use in A6	
3 – GRN Critical Thinking-Problem Solving			Included in D & A 1-10	LM1-10
		Goal Setting-Planning	A1b SMART Goals-Plans Academic-Career, D1	
		Career Research	A1a Prioritization Grid, Unit 2, D1-2, Labor Market Research	
		Skills-Experience Analysis	A5 Master Resume, D5	
	Degree-Certificate LOA	*Need to define LOs*	A10b: Exit Questionnaire ePortfolio	
4 – GRN Cultural Awareness			Included in D & A 1-10	LM10 Included in LM1-10
		Diversity Knowledge		
		Diversity Application & Evaluation		
5 – GRN Professional Competence			Included in D & A 1-10	Included in LM1-10
		Professional Roles	A1, D1	
		Professional Ethics & Standards		
		Professional & Career Tools	A1-10	LM1-10
	ePortfolio	*Steps & Components of ePortfolio process*		
6 – GRN Reflection			Reflections from internships, courses, etc.,	LM1-10

			included throughout	
		Journaling		
		Self-Application of Assignments		
		Self-Evaluation	A10a (Self-Eval), A10b (Exit Questionnaire) ePortfolio	

Note: I aborted a Competencies Structure in SOC230 when D2L was unable to provide service support when I ran into problems. Despite the fact that the Structure was not completed, I had managed to link some Competencies and Learning Objectives to some Assignments. Students noticed those links with appreciation and said they provided a aspirational standard in completing their assignments. That feedback encourages me to continue. The other exciting aspect is that at the end of the term, students can import those competencies to their ePortfolio, which together with the actual assignments and instructor feedback, provides a strong foundation for students to identify how they met the Learning Outcomes for their Degree/Certificates.

Step 2: Create interactive Preview Flowcharts in the GRN Homeroom of Gerontology Career Pathways and the Learning Outcomes Assessment Process associated with them.
Most of the elements for creating these flowcharts are in place. We now need to position all of the elements, with hyperlinks to CCOGs, Degree/Certificate Checklists, and other elements. And the final part of the process will be to develop the process to guide students through their exploration of the career pathways (Degree/Certificates) and how they will be assessed.

Step 3: Align Gerontology Competencies Structure with AGHE Competencies.
Developing national Gerontology Competencies with which to assess programs and accredit them is a rather complicated and messy process. I'm not sure we will be able to perfectly align these two systems. I did, however, make an effort to outline a framework for the Accreditation Taskforce Competencies Committee that shows some promise. (See Appendix 4).

Step 4: Create the process and guidelines for students to use their ePortfolios for Learning Outcomes Assessment of the Degree and Certificates they are earning.
With the technical aspects of the ePortfolio already in place – including how students create Presentations, which include their reflections, and how they import Assignments, Grades & Feedback, and Competencies into their ePortfolio; and with the interactive Flowcharts of the Gerontology Career Pathways and the LOA process associated with them in place, developing those guidelines and process should be pretty straightforward.

Appendix 1: Gerontology Career Management Forms

New fillable PDF forms created for Career Management Courses as a result of recent outcomes assessments are organized by the course in which they are introduced. These reporting forms contribute to achieving the **PCC Core Outcome 5**: Professional Competence and the **GRN AAS Degree and the GRN Certificate Outcomes 4**-5: Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities. (The forms also contribute to achieving core outcomes of the other six Certificates, related to career and professional standards).

GRN181 Exploring the Field of Aging
Transferable Skills
- Transferable Skills – Narrative
- Transferable Skills Worksheet Skills and Experience
- Transferable Skills Worksheet Before During After Sample
- Transferable Skills Worksheet Before During After Blank
- Transferable Skills Worksheet OLMIS – Potential Gerontology

Ideal Job
Prioritizing Grid
Informational Interviews
Goals/Plans

GRN280a Gerontology Internship
GRN Learning Objectives
GRN Training Agreement
GRN Final Assessment Report – Student
GRN Supervisor Evaluation

GRN280b Gerontology Internship Seminar – *No specific forms*

GRN282 Gerontology Professional Seminar
Master Resume
- MR-0-Contact Information
- MR-1-Job History
- MR-2-Education
- MR-3-Associations
- MR-4-Transferable Skills
- MR-5-References
- MR-6-Portfolio Checklist

Job Specific Resume
Business Brochure
Interview Organizer
S/PAR Behavioral Interview Preparation

Job Skills 3: Finding Your Transferable Skills

So, you ask, what is a "transferable skill"?

There is a really well written article on wiseGEEK.com called *What Are Jobs Skills*? And, they answer that question this way:

> "Job skills can also be called transferable skills, since they are the type of aptitudes you acquire through work experience that can make you valuable to other employers, even in different fields from the one you currently work. Sometimes people refer to their job skills as a skill set, and it's important to showcase your skill sets on resumes, especially if you are planning to seek work in a different field. Even if you don't have tremendous experience in the new field in which you'd like to work, your knowledge and sense of what makes an employee more valuable can help you get a job." - http://www.wisegeek.com/what-are-job-skills.htm

I don't have "work experience" that is transferable anywhere.

And, we say, if you think you don't have any transferable skills, then the answer is to expand your definition of work experience to include:

> "Experiences like volunteer work, hobbies, sports, previous jobs, college coursework or even life happenings . . . **Any skill is transferable**; the trick is showing employers *how* it applies and is useful to them." --
> http://msn.careerbuilder.com/Article/MSN-1538-Job-Search-How-to-Identify-Your-Transferable-Skills/

We don't live in a hole. At the age of 5, some kids know how to read, tie their shoes, make choices about what clothes to wear, dress themselves, and put their dishes in the sink. At the age of 16, most teens know how to drive a car, write a paper, and do more complex chores around the house. By the time we are adults, the number of skills we've learned is HUGE. The real trick is:

1) Identifying your skills, and
2) Describing them in a way that an employer will recognize as something that they need.

How do you find and "transfer" skills?

Skills, transferable or otherwise, are rarely concrete. It is hard to identify your abilities, and on top of that, to give yourself a subjective level of competence. But, the truth is that the older we get, the more complicated the tasks are that we do, and the better we are at them.

If we use as an example, a task that young child learns to do, like reading, then we can use a Beginning Reading Comprehension rubric that lists some of the skills a child needs to have to be able to read:

- Holds a book with purpose (understanding a book tells a story).
- Identifies front of book, upside down or right side up.
- Demonstrates understanding that pictures contain message.
- Demonstrates understanding that print contains message.
- Demonstrates knowledge of directionality of text (left to right).
- Demonstrates knowledge of where to start.
- Accurately predicts next event in text.

These are learning rubrics that teachers use all the time to assess a child's level of ability. Unfortunately, our life experiences don't breakdown into nice fancy rubrics, so we have to figure it out for ourselves. However, documents do exist that we can convert to our purpose, like job descriptions or other job analyses that break down the skills needed to do a job.

Breaking down what you do into concrete skills can be difficult, but worth the effort, because it helps with writing a resume or preparing for an interview. If you are moving into a different career field, then you'll want to help potential employers draw lines to your previous experience. You don't want to assume that they are going to do it for you.   Going back to our example above of a child knowing features of reading, the child could highlight their transferable skills in the following manner:

> *"When I read, I have an excellent demonstrated ability to understand that a picture contains a message. I will be able to use that same skill when I watch a cartoon."*

Okay. Now give me *grown up* examples of transferable skills:

In another good article, this time from the Washington Post, called *A Special Note To Homemakers*, there is a list of potential transferable skills of the **homemaker** that have been translated into job-speak:

- Manage schedules and logistics for family of five.
- Balance priorities to create and implement budget.
- Motivate, coach, and counsel children.
- Teach and model ethics.
- Work with teachers to closely monitor academic performance of children.
- Plan, organize, and co-supervise extracurricular school activities.
- Mediate disputes among family members and facilitate solutions.
- Shop for clothing, food, and supplies.
- Prepare and serve nutritious meals for five.
- Coordinate medical care for all family members.
- Establish clear requirements and discipline children.
- Drive children to schools, team sports, music lessons, and more.
- Negotiate with suppliers.
- Pay invoices.
- Reconcile accounts.
- Arrange for home and vehicle maintenance and repairs.
- Maintain clean home and clean clothes for family.
- Plan and create dinners to entertain mate's employers, colleagues, clients, and prospects.
- Collaborate with mate to manage investments.

http://www.washingtonpost.com/wp-dyn/content/article/2007/01/04/AR2007010400914.html

What are skillsets?

There are literally HUNDREDS of potential skills and HUNDREDS of ways to describe them. You'll find that most skills fall under the same categories or skillsets. The skillsets often overlap with each other. How they would be categorized in a resume would depend on how *you* describe the ability, what *you* are trying to convey, and the *skill requirements of the job* you are applying for. The most common job-related skillsets are:

Teamwork / Group / Interpersonal / Human Relations Skills – refers to how well you interact with others and form relationships in a professional environment. This could be co-workers, vendors, clients, students. It is really similar to the Communication Skillset and they are often lumped together.

- Developing rapport
- Being Sensitive
- Listening
- Conveying feelings
- Motivating
- Sharing credit
- Counseling
- Cooperating
- Representing others
- Asserting
- Delegating with respect
- Ability to follow orders
- Good at judging situations
- Perceiving feelings, situations
- Providing support for others
- Resolve/Defuse conflict
- Understanding the human relations aspect of jobs

Communication – is about effectively conveying, receiving and interpreting information and ideas. People CONVEY via: speaking, writing, singing, acting, drawing, expressing, etc. We RECEIVE via: listening, seeing, smelling, etc. And, we INTERPRET: ideas, information, feelings, knowledge.

- Speaking effectively
- Writing concisely
- Listening attentively
- Expressing ideas
- Negotiating
- Perceiving nonverbal messages
- Providing appropriate feedback
- Facilitating group discussion
- Reporting information
- Describing feelings
- Interviewing
- Editing
- Persuading
- Teaching/Training

Analytical / Critical Reasoning – refers to one's ability to analyze a situation, usually a current problem to resolve, but sometimes a past trend to decipher or an idea to improve the future work environment.

- Creative problem-solving talents
- Critical thinking and problem-solving skills
- Ability to problem solve or troubleshoot
- Able to see trends
- Experience setting goals and breaking them down to manageable parts
- Ability to acquire new technical, analytical, computer, or foreign-language skills quickly

Research and Planning – is the ability to search for specific knowledge, conceptualize future needs and plan solutions for meeting those needs. This skillset is very similar to Analytical and Critical Reasoning, and there is a strong parallel to organization here. They often overlap.

- Forecasting, predicting
- Creating ideas
- Identifying problems
- Imagining alternatives
- Identifying resources
- Gathering information
- Solving problems

- Setting goals
- Defining needs
- Analyzing
- Learning
- Developing evaluation strategies
- Organizational skills
- Extracting important information

Management / Leadership / Organization – is the ability to oversee tasks, to supervise and direct individuals and groups, and to provide direction in the fulfillment of goals.

- Initiating new ideas
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching / Training

- Coaching / Motivating
- Counseling
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict

Basic Work Skills / Work Ethics – is quoted on many sites on the internet as "the day-to-day skills that assist in promoting effective production and work satisfaction", things that all employees must know to be considered good at their job. Letters of reference from past employers and supervisors are a good way to highlight these skills. So, unless a job announcement asks specifically for this information, you don't have to devote a lot of time on your resume to them.

- Making decisions
- Cooperating
- Enforcing policies
- Being punctual
- Managing time
- Attending to detail
- Meeting goals
- Enlisting help
- Accepting responsibility

- Setting and meeting deadlines
- Organizing
- Making decisions
- Confidentiality
- Flexibility
- Effort
- Self-motivation
- Positive attitude toward work

Technical / Computer / Concrete Skills – are the skills that can be more easily defined, such as: computer software and operating system proficiencies, knowledge of office equipment, ability to operate specific machines/machinery. Or, they are the skills that come from a specific field or industry, like: knowing how to fill out activity documentation at a LTC facility or the ability to chauffeur residents in a passenger van.

Thank you for all the background, but . . .
<u>HOW DO I FIND *MY* SKILLS?!?</u>

Finding one's Transferable Skills is about breaking down how *you* successfully do a job/task/event, and then identifying those steps and matching them to a skillset.

<u>IDENTIFYING TRANSFERABLE SKILLS – A FEW IDEAS:</u>

IDEA 1) WHAT YOU LIKE TO DO:

People usually gravitate toward jobs for which they feel they could be successful. This is human nature – the things you like to do are the things you are good at. Make a list of things that you like to do, whether at home or office. After you make the list you might have to break down activity into smaller tasks; if so, continue reading . . .

IDEA 2) BEFORE, DURING AND AFTER:

This exercise comes from a CAEL Workshop by Dorothy Wax in June 2011, which we have adapted for Gerontology. (CAEL is the Council on Adult and Experiential Learning <http://www.cael.org/> and if you have the chance, you should check out their website):

> **"**Using the worksheet that follows, identify your transferable skills by thinking about the different tasks you have done on the job you currently hold, or others you have held. You will find that by thinking about jobs and what you did before, during and after each workday, you will recall a range of tasks, skills and knowledge you used at each stage, and the range of these skills may surprise you! To give you an idea of how it works, take a look at the samples below. Think about what you do on your job. Have you ever thought about it in terms of before, during, and after? Learning to talk about skills can help build confidence, increase efficiency, and turn a job interview into a job offer."

> **[See TRANSFERABLE SKILLS WORKSHEET – BEFORE, DURING and AFTER <u>sample</u> and <u>blank worksheet</u>.]**

IDEA 3) SKILLS / EXPERIENCE GRID

By looking at moments of your life when you have felt successful (these can be small successes or large ones; they can be short term or long term) and at the same time looking at how you used your skills in those moments, you can work on uncovering your transferable skills.

> **[See THE SKILLS / EXPERIENCE GRID <u>worksheet</u>.]**

IDEA 4) OLMIS JOB SKILLS

Go to <u>OLMIS</u> (which stands for Oregon Labor Market Information System) at *www.qualityinfo.org*. On the left side of the home page, under "Data Tools", if you follow the "Occupations" link and then click on "Occupational Information Center", you will be taken to a spot where you can search the <u>OLMIS Database of Occupations</u>. Search the database and click on any occupation, and you will be taken to an "Occupational Report".
There is a lot of excellent information about that occupation in this report, and one of the categories the report explores is "Skills". They have determined that there are a standard list of skills that are needed to do that occupation. If you have never done that occupation before

and yet you have experience doing that skill, then that skill can be transferred from your past experience into the new job. [For example, you learned how to make appointments (a.k.a. reservations) while working as a hostess, and you can now transfer that skill into working as a receptionist at a doctor's office.]

As you may know, OLMIS hasn't yet caught up with the rapidly changing Gerontology field, and job titles that might interest us as Gerontologists aren't yet listed and researched in their database. So, in that sense, you can only take what you find with a grain of salt. However, it's a place to start. With that in mind, we have taken a half dozen job titles and their corresponding skills and created a table that you might find helpful.

[See THE OLMIS POTENTIAL TRANSFERABLE SKILLS table.]

Emphasizing your Classroom Transferable and Marketable Skills

by Katharine Hansen

Think about the transferable skills you've attained in the classroom. Don't forget to use your classroom experience as an example. According to Fred Jandt and Mary Nemnich in their book, *Using the Internet and the World Wide Web in Your Job Search* (JIST Works). These skills include:

Ability to meet deadlines, thrive under deadline pressure: College is a cornucopia of deadlines. If meeting deadlines is an important skill in the job you seek, by all means exploit your ability to do so in your cover letter.

Ability to handle multiple tasks: Remember how you wanted to smack all of your instructors for requiring simultaneous major papers and projects? Multi-tasking is increasingly valued in the workplace, and your cover letter gives you the chance to boast of your ability to juggle many projects at once.

Ability to achieve goals: Your good grades are proof of that skill, so boast about them if they're exemplary. You may have met other goals while in school, too, such as graduating in three years instead of four (which may be why you don't have any job experience). Any goal you've met while in school is potential cover-letter fodder.

Ability to adapt: Your college years probably gave you your first opportunity to make adult decisions and act independently. How did you handle stumbling blocks and disappointments along the way? The way you rose above difficulties can provide solid examples in your cover letter.

Writing skills: Jobs that require good writing skills are a lot more common than you probably think they are. If you demonstrated your ability to write well in college, you can highlight that skill in your cover letter. And, of course, your writing talents should be self-evident from the quality of your cover letter.

Research skills: How many people who've been out in the "real world" have research skills that are as fresh and recent as yours? How many know as much as you do about, say, conducting research on the Internet? Probably not many, so for jobs where this ability may be helpful, be sure to emphasize your research skills.

http://www.careercenter.ilstu.edu/downloads/Transferableskills_000.pdf
Katharine Hansen, Ph.D., creative director and associate publisher of Quintessential Careers

THE SKILLS / EVENT GRID -- Finding Your Transferable Skills

This exercise can help you in discovering your transferable skills, write your resume, create your portfolio and prepare for interviews.

1) List your skillsets across the top. We've started it with the most common. Change or tweak them as you see fit.
2) List several experiences where you felt successful. (They can be large/broad concepts, like going back to school. Or, small and narrow, like completing the Life Stories assignment in GRN 230 Introduction to Gerontology.)
3) In each remaining black cell, make note of at least one example of how you utilized your skillsets

SKILLS → SUCCESSFUL EXPERIENCES ↓	Teamwork / Interpersonal Skills	Communi-cation	Analytical / Critical Thinking	Research and Planning	Management / Leadership / Organization	Basic Work Skills	Technical and Computer Skills	Other:
EXAMPLE: Going Back To School	Got along with fellow students on group assignments, online boards and workshops.	Received good grades on my written papers.	Analyzed problems and solutions to mock case studies in Intro to GRN.	Completed three major research papers in two weeks.	Lead several activities during my internship.	Maintained the confidentiality of residents at my internship	Utilized Word, Excel and online D2L in completion of my assignments.	Drew several posters for the Activities Dept at internship

TRANSFERABLE SKILLS WORKSHEET– BEFORE, DURING and AFTER

Something You Are Good At: **School**

example

Tasks You've Done	Breaking the Tasks Down	Your Transferable Skills for Activity Director	What Skills Might Be Asked For in a Job Announcement
B e f o r e			
Planning my schedule.	Researching due dates. Scheduling my time. Figuring out conflicting time issues before they become a problem	Deadline management. Time management. Scheduling multiple events.	Need to be able to keep a schedule. Manage your time. And, multitask.
Knowing specifics of what I need to complete for each assignment.	Looking up each class and reading the syllabus, calendar, reading assignments, papers.	Research and analysis of data. Able to plan ahead.	Need to be able to create a calendar of activities.
Getting my books on time and other necessary supplies.	Find out when the bookstore is open. Shop other locations for the best price. Have a list of needed books.	Maintain needed inventory. Some purchasing experience. Able to plan ahead.	Need to be frugal with a tight budget. Be able to plan for needed activities and purchase supplies.
D u r i n g			
Writing papers and posts	Know how to plan out a paper – beginning, middle and end. Knowledge of grammar and spelling. Able to proof my own work well.	Organizational skills. Writing and editing abilities.	Able to write reports. Able to plan activities. Able to write the monthly calendar.
"Listening" and responding to posts of fellow students.	Can see and understand what fellow students write about. I listen well.	Empathetic and sympathetic. Able to assess emotional, social and intellectual level of others.	Assess residents' abilities. Be sympathetic and responsive to residents' needs.
Reading assignments completely and on time	I plan time to make sure reading is done. If I can't do it when I schedule then I find the time.	Time management. Reliable.	Able to manage time in a high demand job. Multi-task.
Assignments from specific classes	I've written care plans and assessments in class.	Field experience.	Experience completing reports required by Oregon regulations.
A f t e r			
Make sure all assignments are completed	I check each Monday that I know what assignments are due at the end of the week, and check again on Fridays that everything will get done, reassessing what I need to do.	Good follow-through. Able to adapt to changing circumstances. Time management.	Able to balance planning activities, implementing activities, assessing residents and completing reports.
Your Experience	**The Details of your Experience**	**Your Demonstrable Transferable Skills**	**Some Responsibilities of an Activity Director**

This worksheet is meant to be messy and imperfect. It's a tool to help you analyze your abilities and think about your skills in new ways. We are using "school" as an example here, but remember that everybody has unique talents. So, your list isn't going to be the same as the person sitting next to you, even if it's about the same thing, like schooling.

TRANSFERABLE SKILLS WORKSHEET   – BEFORE, DURING and AFTER

Something You Are Good At:

Tasks You've Done	Breaking the Tasks Down	Your Transferable Skills for Activity Director	What Skills Might Be Asked For in a Job Announcement
Before			
			.
During			
After			
Your Experience	**The Details of your Experience**	**Your Demonstrable Transferable Skills**	**Some Responsibilities of an Activity Director**

This worksheet is meant to be messy and imperfect.
It's a tool to help you analyze your abilities and think about your skills in new ways.

Skills Needed Per OLMIS (7/21/2011)	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .								
Access Social Service Resource Providers	✓		✓			✓		
Analyze And Evaluate Economic Data							✓	
Analyze And Evaluate Social Data							✓	
Analyze And Interpret Data And Budgets					✓			
Analyze And Manage Daily Operations					✓			
Apply Active Listening Techniques	✓		✓		✓	✓	✓	
Apply Budgeting Principles					✓			
Apply Childhood Development Theories			✓			✓		
Apply Confidentiality Procedures	✓		✓			✓		
Apply Counseling Techniques			✓				✓	
Apply Cultural And Ethnic Diversity Theory							✓	
Apply Cultural And Religious Awareness					✓	✓	✓	
Apply Current Social Research						✓	✓	
Apply Health And Sanitation Standards	✓							
Apply Human Speech Theory							✓	
Apply Intervention Techniques						✓		
Apply Language Theory							✓	
Apply Linear Algebra							✓	
Apply Mathematical Principles To Social Statistics							✓	
Apply Mathematics To Statistical Modeling							✓	
Apply Mediation Techniques			✓	✓	✓		✓	
Apply Organizational Theory							✓	
Apply Personal Care Procedures	✓							
Apply Recreation Therapy Principles				✓				
Apply Statistical Methods							✓	

Skills Needed Per OLMIS
(7/21/2011)

Skills Needed Per OLMIS	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .									
Apply Teaching Techniques	✓			✓				
Bathe And Groom Patients	✓							
Build Relationships With Community					✓			
Change And Clean Bed Linens	✓	✓						
Chart Clients' Personal Data						✓		
Clean Dishes, Pots And Utensils By Hand	✓	✓						
Collect Client Data						✓		
Communicate With Children And Adults			✓					
Compile Data For Financial Reports					✓			
Compile Data Related To Social Work Or Entitlement Programs						✓	✓	
Compile Mathematical And Statistical Data							✓	
Conduct And Coordinate Fund Raising Activities					✓			
Conduct Employment Interviews					✓			
Conduct Field Research							✓	
Conduct Investigations And Research							✓	
Conduct Organizational Development					✓			
Conduct Staff Meeting					✓			
Conduct Statistical Surveys							✓	
Coordinate Educational Activities				✓				
Coordinate Employee Continuing Education Programs					✓			
Coordinate Group Activities				✓				
Coordinate Social Service Or Volunteer Service Activities					✓			
Design Tables Depicting Data							✓	
Determine Program Eligibility						✓		

Skills Needed Per OLMIS (7/21/2011)	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .								
Develop And Maintain Administrative Services Policies And Procedures					✓			
Develop And Revise Databases							✓	
Develop Budgets					✓			
Develop Records Management System And Guidelines					✓			
Develop Staffing Plan					✓			
Direct Or Coordinate Social Service Or Public Welfare Program					✓			
Empathize With Other While Providing Counseling Or Related Services	✓		✓					
Establish And Evaluate Employee Performance Standards					✓			
Evaluate Information From Employment Interviews					✓			
Facilitate Group Learning				✓				
Follow Safety Procedures	✓	✓	✓	✓				
Hire And Dismiss Employees					✓			
Lead Recreational Activities				✓		✓		
Maintain Administrative Services Procedures Manual					✓			
Maintain Appointment Calendar					✓			
Maintain Employee Records					✓			
Maintain Group Discipline				✓				
Maintain Order In A Group				✓				
Maintain Safe Environment For Students/Residents			✓	✓				
Maintain Safe Work Environment					✓			
Maintain Social Trend Awareness							✓	
Make Presentations				✓	✓		✓	

Skills Needed Per OLMIS (7/21/2011)	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .								
Make Revenue Forecasts					✓			
Manage Detailed Case Records In A Social Work Setting						✓		
Manage Personnel And Human Resources					✓			
Manually Record Verbatim Records							✓	
Meet Deadlines					✓			
Negotiate Business Contracts					✓			
Obtain Information From Clients, Customers, Patients Or Others			✓		✓	✓		
Operate Cleaning Equipment Such As Vacuum Cleaners	✓	✓						
Organize Activities Such As Arts And Crafts, Sports, Music And Social Recreation				✓				
Organize Esteem Building Activities For Children				✓				
Oversee And Direct Children'S Recreational Play				✓				
Perform Domestic And Cleaning Duties	✓	✓						
Perform General Financial Analysis					✓			
Perform Organizational Accounting Or Budgeting					✓			
Plan And Assign Duties To Employees					✓			
Plan And Prepare Menus	✓	✓						
Plan Meetings Or Conferences					✓			
Prepare Activity Schedules		✓	✓					
Prepare Diagrams And Charts To Support Conclusions From Mathematical And Statistical Models							✓	
Prepare Meals	✓		✓					
Prepare Reports In Timely Manner					✓	✓		
Present Technical Papers And Research Results							✓	

Skills Needed Per OLMIS (7/21/2011)	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .									
Prioritize Tasks		✓		✓				
Process Records And Maintain Forms And Files	✓		✓	✓	✓			
Proofread, Edit, And Revise Written Materials					✓			
Provide Customer Service		✓		✓	✓			
Provide Emotional Support To Social Services Clients	✓					✓		
Provide Expert Testimony On Results Of Investigation							✓	
Provide Orientation To New Employees					✓			
Purchase Equipment And Supplies			✓					
Receive Customer Orders For Products Or Services		✓						
Receive Payments And Make Change		✓						
Recognize Childhood Diseases			✓					
Recognize Interrelationships Among Social Statistics And Indicators							✓	
Recognize Physical And Emotional Abuse	✓					✓		
Recruit, Train, Or Supervise Volunteers					✓			
Refer Clients And Patients To Community Services	✓					✓		
Relate To Clients' Socioeconomic Conditions	✓					✓	✓	
Research Work-Related Topics Using Library Resources							✓	
Resolve Conflicts						✓	✓	
Resolve Personnel Problems And Grievances					✓			
Schedule And Coordinate Guests' Recreational And Social Activities		✓		✓				
Schedule Appointments						✓		
Schedule Or Coordinate Meeting Facilities					✓			
Serve Food And Beverages		✓						

Skills Needed Per OLMIS (7/21/2011)	Personal and Home Care Aides	Personal Care and Service Workers, All Other	Residential Advisors	Recreation Workers	Social and Community Service Managers	Social and Human Service Assistants	Social Scientists and Related Workers, All Other	Do you have this Skill? Which of your Skillsets does it belong?
I = Interpersonal Skills, C = Communication, A = Analytical / Problem Solving, R = Research and Planning, MO = Management / Organization, B = Basic Work Skills, T = Technical / Computer, O = Other . . .								
Supervise Student Extra-Curricular Activities			✓					
Understand Needs Of The Elderly	✓					✓		
Use Appropriate Stain Removal Techniques In Cleaning And Housekeeping	✓							
Use Basic Mathematics		✓		✓			✓	
Use Computers To Enter, Access And Retrieve Data						✓		
Use Correct Grammar, Punctuation And Spelling					✓	✓		
Use Data Collection Procedures For Social And Personal Information							✓	
Use Interviewing Techniques					✓		✓	
Use On-Line Search Techniques							✓	
Use Principles Of Group Dynamics			✓	✓		✓	✓	
Use Quantitative Research Methods							✓	
Work As A Team Member	✓	✓	✓	✓		✓		
Work With Persons With Mental Disabilities And Illnesses	✓					✓		
Write And Compile Employee Training Materials					✓			
Write Grant Proposals							✓	
Write Project Or Bid Proposals					✓			
Write Technical Papers From Original Research							✓	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

THE" IDEAL" JOB

When contemplating your "ideal" job, you want to think about more than just the work you are going to do, what title you have, or the money you're going to make. Job satisfaction comes from a combination of fulfilling three questions: What are you interested in and passionate about doing? What requirements do you have that this job -- at this place, at this time, and with these people -- satisfies? And, what are the skills you utilize that make you good at that the job?

THE *IDEAL JOB* FORM

This *Ideal Job* form is a place for you to ruminate on those things. But, it's not an exact science. You might say that you are passionate about communicating with elderly people face-to-face because you can see the joy it brings. At the same time you might think that you really need to have daily contact with elders to feel truly satisfied with your day. Finally, you know that one of your best skills is the ability to talk and listen to the frail elderly and take care of their problems. The *ideal job* is abstract; the concepts interconnect organically.

Then there are parts that are more cut and dried, like: You WANT to work for a company that will pay you $75,000 per year, but you NEED to earn at least $30,000 per year. And, your skills at [whatever'ing] are probably enough to get you a $30K salary, but you need to earn a degree, certificate or some kind of credential to get that $75K job.

We often have multiple passions and many needs. In my experience, passions never really disappear, but they can be more or less prominent given circumstances. And, new passions arise with the beginning of a new life chapter. The same thing happens with needs – what area of town you work in, the salary you make, benefits, people you work with, physical limitations, time of day you work, and on and on.

TRANSFERABLE SKILLS

We ask you to think about your skills in this form, because it's one more way to connect to your transferable skills. What you like to do, what you want to do, what you are good at doing are all tied together – we tend to like to do the things we are good at, and using those skills is a big key to job satisfaction. For your Ideal Job, you can look at the skills sections in two ways: What can work provide to enhance your skills? And, what skills do you have *or need* that will help you satisfy your requirements and wants?

Be sure to read the Job Skills Workshop 3b - Transferable Skills that is posted in the content of GRN181 Learning Module 3, as well as in the Gerontology Homeroom. This will ground you in what we are trying to assist you in getting to. Skills, transferable or otherwise, are often hard to define in a way that shows your unique abilities – those things that make you different from the person sitting next to you. We all have communication skills, but none of us necessarily communicates with success in the same ways. What are your ways? How can you improve them to help you reach your ideal job? How can your job help you use your skills more efficiently? (Remember, how your job can help *you* is never something you talk about in a resume, cover letter or interview. When you are looking for work, it's all about what you can do for the organization you are applying to.)

FINAL THOUGHT

There is no right or wrong way to fill out this form. It's a tool to access your needs, requirements and skills. Enjoy the process! And use it often!

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EXAMPLES

To better dig into what your ideal job might be, we've divided your passions, needs and skills into several who-what-when-where-why-and-how categories:

- **Why / Purpose – What are your purpose(s) for working?** What careers / internships / volunteering positions have suited your purpose in the past? Is there a difference between why you WANT to work and why you NEED to work? How do these purpose(s) relate to your skills?
    - *EXAMPLES*: Contribute to society. Work at something I enjoy. Earn enough to live on. To scratch an itch. To help frail elders. To change how society looks at aging.

- **What / Tasks – What are the tasks you see yourself doing?** What tasks you have done in the past make you feel fulfilled? How do these tasks relate to your skills?
    - *EXAMPLES:* First on phones. Write newsletter. Balance cash. Drive the van. Handle complaints. Solve accounting errors. Teach a class. Tell jokes. Use notary seal. Schedule appointments. Conduct meetings. A large variety of tasks. Wear many hats. Advocate for elders.

- **How / Action – How do you see yourself working day-to-day?** How do you use your skills during the day? How do these actions relate to your skills?
    - *EXAMPLES:* At a desk. In an office with other people. Regular breaks. Coffee at hand. Set time schedule. Flexible hours. Moving around a lot. Mostly indoors. Hands in dirt. Interacting with people. Able to close the door to my office. Traveling to different sites via vehicle. Working on a computer. NOT working on a computer much.

- **Who / Organization – What kind of company do you want to work for/with?** What types of organizations can use your skills? How do these organizations relate to your skills?
    - *EXAMPLES:* Small company. Non-profit. Self-employed. Financially stable. They want my creativity. Low stress. Low inner-office politics. Dynamic. High energy. Fast paced. Good benefits. Free gym membership. Work as part of a team. Continuing Care Retirement Community (CCRC).

- **Who / Clientele – How would you define the clientele that you want to work for/with?** What types of clientele can use your skills?
    - *EXAMPLES:* Well-elders. Frail-elders. Low income. GLBT. Intergenerational. Want to improve their fitness. Dementia care. Need help aging in place. Incarcerated. Homeless. Well-educated.

- **When / Time – How is your time structured at work?** How much time do you see yourself working? How much time can you give to work? How does "time" relate to your skills?
    - *EXAMPLES:* Part time. Monday-Friday. Swing shift. Flexible hours. Anytime except Fridays from 11am to 4pm. Well-structured.

- **Where / Location / Environment – What does the "where" look like?** Where can you use your skills? How does "where" you work relate to your skills?
    - *EXAMPLES:* Portland Metro Area. Tigard. CCRC. Memory Care Unit. Hospital. Recreation Center. Private office. Urban. Near bus line.

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

PURPOSE:

What is my purpose for working? What careers / internships / volunteering positions have suited my purpose in the past? Is there a difference between what you *want* and what you *need*?

DESIRES / INTERESTS / PASSIONS: *Why* do I *want* to work?	NEEDS / REQUIREMENTS: *Why* do I *need* to work?

MY SKILLS: Which of my skills give me the most personal *satisfaction*? How can my "purpose" enhance the use of my skills? And, what skills do I have or need that will help me satisfy my purpose?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

TASKS:

What are the tasks I see myself doing? What tasks I have done in the past make me feel fulfilled?

DESIRES / INTERESTS / PASSIONS: *What* do I *want* to do?	NEEDS / REQUIREMENTS: *What* do I *need* to do?

MY SKILLS: Which kinds of tasks utilize my skills *best*?   How can the tasks I do enhance my skills?
And, what skills do I have or need that will help me complete tasks efficiently?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

ACTION:
How do I see myself going about my business day to day? How have I worked in the past that makes me the most efficient and satisfied?

DESIRES / INTERESTS / PASSIONS: *How do I want to work?*	**NEEDS / REQUIREMENTS:** *How do I need to work?*

MY SKILLS: How do I use my skills during the day?   How can the structure of my day enhance my skills? And, what skills do I have or need that will help me be productive throughout the day?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

ORGANIZATION What kind of company am I working for? How does this fit with my Gerontology studies?

DESIRES / INTERESTS / PASSIONS: *Who* do I *want* to work for?	NEEDS / REQUIREMENTS: *Who* do I *need* to work for?

MY SKILLS: What types of *organizations* can use my skills? What can an organization provide that will enhance my skills? And, what skills do I have or need that will help me be a better employee?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

CLIENTELE: **What clientele do I serve? How does this fit with my Gerontology studies?**

DESIRES / INTERESTS / PASSIONS: *Who do I want to work with?*	**NEEDS / REQUIREMENTS:** *Who do I need to work with?*

MY SKILLS: What types of *clientele* are relevant to my skills? How will my clientele enhance my skills? And, what skills do I have or need that will help me satisfy my clientele?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

TIME: How much time do I see myself working? How is my time structured at work?

DESIRES / INTERESTS / PASSIONS: *When do I want to work?*	NEEDS / REQUIREMENTS: *When do I need to work?*

MY SKILLS: What *time issues* are relevant to utilizing my skills?   What can "when" I work enhance my skills? And, what skills do I have *or need* that will help me with how my time is structured at work?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

What is My Ideal Job?

Happy to get up in the morning and satisfied at the end of the day.

NAME:	DATE:

LOCATION / ENVIRONMENT: **What physical area do I see myself working and what is the physical environment like?**

DESIRES / INTERESTS / PASSIONS: *Where* do I *want* to work?	NEEDS / REQUIREMENTS: *Where* do I *need* to work?

MY SKILLS: *Where* can I use my skills? How can my work environment enhance my skills? And, what skills do I have *or need* that will help me with the "where" of work?

Teamwork / Group / Interpersonal	
Communication	
Analytical / Critical Reasoning	
Research and Planning	
Management / Leadership / Organization	
Basic Work Skills / Work Ethics	
Technical / Computer / Concrete Skills	

Tutorial: How The "Prioritization Grid" Works

This grid can be used for any prioritizing that you might want to do in your life, but for the purposes of this tutorial, we will focus on the original intent, which is to help you discover what kind of work you would really like to do within the field of Gerontology. Use this as a discovery tool -- what's really going on in your head when it comes to job preferences?

1) First things first, list (at most) 12 jobs that tickle your interest. Go to the article "*101+ Careers" in Aging* that is part of your reading assignments for GRN181 to get some ideas. The jobs you list can be really specific (such as: "Assistant Activity Director at Holladay Park Plaza") or really vague (like: "elder advocacy") or anything in between. Remember, use this as a discovery tool – no job is *forbidden* because you aren't sure if you are qualified, if you don't have the money for schooling, or if you think it's too much of a long shot. We're looking for what you want, not at the barriers to getting there. **There is no right or wrong to this.**

PRIORITIZATION GRID
WHAT DO I REALLY WANT TO DO WITH MY CAREER?

WHAT ARE THE VARIOUS JOBS (OR JOB AREAS) THAT YOU ARE CONSIDERING DOING? LIST THE PRACTICAL, THE DREAMS, THE RARE. A thru L.

COMPARE EACH SET OF PAIRED "PREFERENCES" -- WHICH WOULD YOU RATHER DO? A or B? A or C? etc.

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.
K.
L.

TOTAL COUNT | A | B | C | D | E | F

PRIORITIES BY ORDER OF PREFE

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

As it suggests in the instructions, you can go to "101+ Careers" section of your textbook, also found online at:

http://businessandaging.blogs.com/ecg/101_careers_in_aging/

This site can help spark some ideas. It's okay that you might not know the ins and outs of a particular job, and you might not even be sure that you understand what the job title means. Because it's what you THINK the job means that is important now. For example, you have in your head what you think it means to be a case manager, you add it to your list, and discover that you really like the idea of being a case manager, as you have it defined in your head. Now knowing THAT, you will be able to investigate what it really means to be a case manager LATER with future class assignments. LATER, you'll get to find out if you were right and if you really want to pursue that career option. :o)

So, first things first, list at least 12 jobs you think you might be interested in pursuing. Don't worry about what order you put them in -- the "prioritizing" part comes next.

Tutorial: How The "Prioritization Grid" Works

2) Sometimes we don't know what we want. There are too many options and too many distractions in the way. This next step is the key to the whole exercise, because we are going to look at each item and compare it with another item, one pair at a time.

PRIORITIZATION GRID
WHAT DO I REALLY WANT TO DO WITH MY CAREER?

WHAT ARE THE VARIOUS JOBS (OR JOB AREAS) THAT YOU ARE CONSIDERING DOING? LIST THE PRACTICAL, THE DREAMS, THE RARE. A thru L.

COMPARE EACH SET OF PAIRED "PREFERENCES" -- WHICH WOULD YOU RATHER DO? A or B? A or C? etc.

A. Advocate

B. Art Therapist

C. Hospice

D. Adult Education

E.

F.

G.

H.

I.

J.

K.

L.

This is considered a "set of paired preferences" -- in this case, referring to items A and B, Advocate and Art Therapist. So, looking at Advocate and Art Therapist (A or B), decide which you would rather do, and click on your preference. Do this for each set of numbers. (If you will notice, each pair is listed only once. A is paired with L only once. G is paired with K only once. And so on.)

TOTAL COUNT	A	B	C	D	E	F	G	H	I	J	K	L

PRIORITIES BY ORDER OF PREFERENCE!

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

Tutorial: How The "Prioritization Grid" Works

3) Now we add up our totals. In the space provided at the bottom of the page, count how many times you circled A, how many times you circled B, how many times you circled C, etc.

PRIORITIZATION GRID
WHAT DO I REALLY WANT TO DO WITH MY CAREER?

| WHAT ARE THE VARIOUS JOBS (OR JOB AREAS) THAT YOU ARE CONSIDERING DOING? LIST THE PRACTICAL, THE DREAMS, THE RARE. A thru L | | COMPARE EACH SET OF PAIRED "PREFERENCES" -- WHICH WOULD YOU RATHER DO? A or B? A or C? etc. |

A. Advocate

B. Art Therapist

C. Hospice

D. Adult Education

E.

F.

G.

H.

I.

J.

K.

L.

Now translate your data. In this example:
- A "Advocate" has been picked once,
- B "Art Therapist" has been picked twice,
- C "Hospice" has been picked zero times, and
- D "Adult Education" three times.

And, put the totals below.

TOTAL COUNT	A	B	C	D	E	F	G	H	I	J	K	L
	1	2	0	3								

PRIORITIES BY ORDER OF PREFERENCE!

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

Tutorial: How The "Prioritization Grid" Works

4) Last step is the final order of priority.

PRIORITIZATION GRID
WHAT DO I REALLY WANT TO DO WITH MY CAREER?

WHAT ARE THE VARIOUS JOBS (OR JOB AREAS) THAT YOU ARE CONSIDERING DOING? LIST THE PRACTICAL, THE DREAMS, THE RARE. A thru L.	COMPARE EACH SET OF PAIRED "PREFERENCES" -- WHICH WOULD YOU RATHER DO? A or B? A or C? etc.

A. Advocate
B. Art Therapist
C. Hospice
D. Adult Education
E.
F.
G.
H.
I.
J.
K.
L.

Put the career choice that got the most votes at the top of the list and so on. REMEMBER, this is just a tool. Its purpose is so that when you start researching different career options in more detail, you are researching things which interest YOU.

In the example:
#4-Adult Education received the most points (3 circles) and is now in the 1st position.
#2-Art Therapist had 2 circles (the second most) and is in the 2nd position.
#1-Advocacy received 1 circle.
#3-Hospice didn't get any circles, and thus is at the bottom of the list.

The prioritization grid shows that our example person's *top* priority (based on where they are right now) is that they want to go into adult education.

TOTAL COUNT	A	B	C	D	E	F	G	H	I	J	K	L
	1	2	0	3								

PRIORITIES BY ORDER OF PREFERENCE!

1. Adult Education	7.
2. Art Therapist	8.
3. Advocate	9.
4. Hospice	10.
5.	11.
6.	12.

Ultimately, this is about YOU and finding out what YOU want.
How you *get* there is a totally different question . . .

PRIORITIZATION GRID
WHAT DO I REALLY WANT TO DO WITH MY CAREER?

WHAT ARE THE VARIOUS JOBS (OR JOB AREAS) THAT YOU ARE CONSIDERING DOING? LIST THE PRACTICAL, THE DREAMS, THE RARE. A thru L.	COMPARE EACH SET OF PAIRED "PREFERENCES" -- WHICH WOULD YOU RATHER DO? A or B? A or C? etc.

A.

A/B	A/C	A/D	A/E	A/F	A/G	A/H	A/I	A/J	A/K	A/L

B.

B/C	B/D	B/E	B/F	B/G	B/H	B/I	B/J	B/K	B/L

C.

C/D	C/E	C/F	C/G	C/H	C/I	C/J	C/K	C/L

D.

D/E	D/F	D/G	D/H	D/I	D/J	D/K	D/L

E.

E/F	E/G	E/H	E/I	E/J	E/K	E/L

F.

F/G	F/H	F/I	F/J	F/K	F/L

G.

G/H	G/I	G/J	G/K	G/L

H.

H/I	H/J	H/K	H/L

I.

I/J	I/K	I/L

J.

J/K	J/L

K.

K/L

L.

TOTAL COUNT	A	B	C	D	E	F	G	H	I	J	K	L

PRIORITIES BY ORDER OF PREFERENCE!

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

PRIORITIZATION GRID – REFLECTIONS

STUDENT NAME	TERM / YEAR

Describe what you've learned from the Prioritization process and the results. Were you surprised by your top 3 priorities? How do you intend to explore these priorities further? What will be your next steps?

INSTRUCTOR	Date

Instructor Feedback and Suggestions:

NOTE: It's a good idea to redo the Prioritization Grid periodically, especially after you've explored the labor market, training and educational requirements and opportunities and possibly conducted informational interviews, a job shadow or an internship.

Informational Interview/Site Visit – Summary Report Form   **P a g e | 1**

STUDENT NAME	DATE OF INTERVIEW / SITE VISIT

Person Interviewed / Site Information

ORGANIZATION NAME	PERSON INTERVIEWED	THEIR TITLE

SKETCH OF INFORMATION ABOUT ORGANIZATION AND JOB (ex: LTC community, senior center, aging services agency / activity director, hospice social worker)		

ORGANIZATION ADDRESS		CITY. STATE ZIP

PHONE	FAX	WEBSITE

How did you prepare and follow through? *(Think in terms of networking practice.)*

HOW DID YOU INTRODUCE YOURSELF AND YOUR INTEREST IN THE INTERVIEW OR SITE VISIT?

WHAT TOPICS DID YOU MAKE SURE TO BRING UP REGARDING THE ORGANIZATION AND/OR OCCUPATIONAL AREA?

HOW DID YOU END THE INTERVIEW OR SITE VISIT? *(Ex: appreciation, possible next steps, referrals, interest in job shadow or internship…)*

HOW HAVE YOU FOLLOWED-UP WITH THE PERSON YOU INTERVIEWED OR WHO GUIDED YOU THROUGH THE SITE VISIT?

Why did you pick this site / person to interview? How does this relate to your career exploration?

STUDENT NAME:	DATE OF INTERVIEW / SITE VISIT:

What did you learn about the position, the occupation, or the potential for work available at sites like the one you visited? *(Focus on what you learned from the interview/visit, as opposed to what you learned from labor market/online research about this field or occupational area)*

What are your plans for following-up on this type of position or occupational area?

☐ MORE RESEARCH OR OTHER INTERVIEWS & SITE VISITS	☐ PURSUE EDUCATION/TRAINING IN THIS FIELD	☐ PURSUE CERTIFICATION
☐ JOB SHADOW	☐ VOLUNTEERING/OBSERVING AT THE SITE	☐ INTERNSHIP
☐ NO FURTHER INTEREST AT THIS TIME	☐ OTHER	

INCLUDE BRIEF DETAILS

Elaborate on your plans and current thinking about the field explored in your interview or site visit:

GOAL SETTING AND PLANNING SHEET

NAME	DATE

I. **Set your goal, one umbrella goal (aka SMART Goal) per sheet –** Setting goals is critical to becoming who you want to be. Ideally, your goals intersect and support each other. But the first step is to consider each major goal separately, making sure it is SMART and considering the Objectives and concrete Action Steps needed to achieve it. *For this Program, you need to set two umbrella goals: Career and Educational/Training.* Other goals may be critical to your success, and we urge you to use this Goal Setting and Planning Sheet for such issues as Personal Health/Wellness, Financial Stability, and any other goal that is important to you.

II. **Verify that the goal is SMART –** **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely.

GOAL NAME	

☐ CAREER ☐ EDUCATION/TRAINING ☐ HEALTH/WELLNESS ☐ FINANCIAL

☐ Other:

SPECIFIC	*I N C L U D E . . .* **WHO** WHO IS INVOLVED **WHAT** WHAT WILL BE ACCOMPLISHED **WHERE** IDENTIFY A LOCATION **WHEN** ESTABLISH A TIME FRAME **WHICH** IDENTIFY REQUIREMENTS AND CONSTRAINTS **WHY** SPECIFIC REASONS, PURPOSE OR BENEFITS
MEASURABLE HOW TO KNOW WHEN MILESTONES ARE REACHED	
ATTAINABLE REALISTIC. WILLING AND ABLE TO DO WHAT IT TAKES, ACCESS RESOURCES, OVERCOME OBSTACLES	
RELEVANCE SIGNIFICANT, CONSISTENT WITH OTHER PLANS & GOALS.	
TIMELY SET TIME FRAME, REVIEW ROUTINELY, MAKE MID-COURSE CORRECTIONS.	

GOAL SETTING AND PLANNING SHEET

GOAL NAME	

III. **Make a list of Tasks or Objectives that are needed to achieve your Goal, and under that, list the specific Action Steps you need to do to achieve those tasks,** including details such as: expected completion dates, potential obstacles and how to address them, specific resources to utilize and people you will ask for assistance. (Basically, you're going through the same processes as steps I and II but on a smaller scale.)

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

TASK/OBJECTIVE	
DESIRED OUTCOME	
COMPLETE BY	
RESOURCES	
ACTION STEPS:	1
	2
	3
	4

GOAL SETTING AND PLANNING SHEET

GOAL NAME		
Instructor Feedback	STUDENT NAME	INSTRUCTOR NAME

INSTRUCTOR COMMENTS:

Cooperative Education

Learning Objectives

Portland Community College

P.O. Box 19000
Portland, Oregon 97280-0990

Due Date _____

Student

Program Major/Instructor   _Job Title_

Term   _email_

Student Work Phone   _Home Phone_

Supervisor/ Title

Agency/Company   _Phone_

Address

City   _Zip_   _Fax_

Work Schedule: Mon_____ Tues_____ Wed_____ Thur_____ Fri _____ Sat_____ Sun_____

The Learning Objectives/Activities listed here will describe the student's job related goals and the work site activities to meet those goals. See the **Cooperative Education Student Handbook** for details.

OBJECTIVE: What do you want to learn?   **Activities:** What will you do to learn it?

1 a. Objective:

  b. Activities:

2 a. Objective:

  b. Activities:

3 a. Objective:

  b. Activities:

4 a. Objective:

  b. Activities:

5 a. Objective:

  b. Activities:

Work schedule and duties may be subject to change. Contact your Cooperative Education Specialist should any major changes occur.

Student Signature   _Date_   _Employer Signature_   _Date_

Instructor Signature   _Date_   _Coop. Ed. Specialist_   _Date_

Portland Community College is an Equal Opportunity Employer and committed to a policy of non-discrimination for all people regardless of race, color, religion, sex, age, disability or national origin.

Portland Community College

P.O. Box 19000 Portland, Oregon 97280-0990

Cooperative Education

Training Agreement

Due Date _____

Student Information (Please Print)

_____   _____
Student Name   E-mail   Student ID#

_____   _____
Address   City   State   Zip   Program Major   Completion Date

_____   Student Status: ☐ Full-time ☐ Part-time ☐ International
Telephone

I agree that I will receive Cooperative Education credit upon completion of the work experience requirements in accordance with school policy. I will keep my Co-op coordinator and/or instructor informed of my work activities and consult with them prior to changing my work status. Provisions outlined in the Federal Unemployment Tax Act and Oregon Revised Statutes apply.

_____   _____
Student Signature   **Date**

Employer/Supervisor Information (Please Print)

_____   _____
Company/Agency Name (Print)   Telephone   Supervisor's Name (Print)   Title

_____   _____
Address   City   State   Zip   Fax

_____   _____
Employer Signature   **Date**   **E-mail**

We are an equal opportunity employer and committed to a policy of non-discrimination for all people regardless of race, color, religion, sex, age, disability or national origin. I agree to work with the above student and the college representative while the student is completing the Cooperative Education objectives specified.

Job Status: ☐ Paid ☐ Non-paid   Hourly Wage $ _____   Dates Worked: From _____ to _____

☐ International Site   Total number of hours to be worked in term for credit _____

Please be advised that all PCC students enrolled in Cooperative Education are covered by Worker's Compensation insurance for their work experience, unless they are still covered by their prior employer, based on a job injury or will be covered as a paid employee or will be covered through a company-sponsored program (such as an Employer Volunteer Program).

Worker Compensation Paid by: ☐ Employer ☐ Employer Volunteer Program ☐ PCC ☐ Other

The student and employer listed above agree to work together in accordance with Co-op Education guidelines to satisfactorily complete the credit. The Co-op Ed Specialist is the liaison between the student, the college, and the employer in this training program.

Term/Year	Course No.	CRN No.	Credit

_____   _____
Instructor Signature   **Date**   **Cooperative Education Specialist**   **Date**

Distribution: White - Co-op Ed. Specialist   Yellow - Student   Pink- Employer

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PCC Gerontology Program – GRN280A – **Internship Assessment Report**

Complete this report form each term, for each internship site.
You will be including this form in your academic portfolio that will be submitted when applying for your degree / certificate(s).

STUDENT NAME		PCC "G" NUMBER	
INSTRUCTOR NAME		TERM & YEAR	

INTERNSHIP SITE		GRN280A CREDITS *(This Term and This Internship Only)*	HOURS WORKED *(Minimum 30 Hours for Each Credit Earned)*
INTERNSHIP SUPERVISOR		SUPERVISOR POSITION	
INTERNSHIP SUPERVISOR PHONE		INTERNSHIP SUPERVISOR EMAIL	

GENERAL DESCRIPTION OF THE INTERNSHIP EXPERIENCE:

DESCRIBE WHAT YOU DID	
DESCRIBE YOUR CO-WORKERS	
DESCRIBE YOUR CLIENTELE / PATIENTS / RESIDENTS	
DESCRIBE THE ORGANIZATION / FACILITY	

LEARNING OBJECTIVES -- *(List each original Learning Objective. And in the space below, describe the tasks you performed to meet the objective. Assess how well you met or did not meet the objective.)*

1

ORIGINAL LEARNING OBJECTIVE	
HOW YOU MET THE OBJECTIVE	

2

ORIGINAL LEARNING OBJECTIVE	
HOW YOU MET THE OBJECTIVE	

Rev. 4/1/2012

STUDENT NAME	INSTRUCTOR NAME	INTERNSHIP SITE

3	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

4	ORIGINAL LEARNING OBJECTIVE	
	HOW YOU MET THE OBJECTIVE	

OVERVIEW OF YOUR SATISFACTION:

WHEN CONSIDERING THIS INTERNSHIP, HOW SATISFIED WERE YOU WITH . . .	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	NOT REALLY SATISFIED	NOT AT ALL SATISFIED
LEARNING: The amount of knowledge you gained while working at this internship?	○	○	○	○	○
NETWORKING: The number of contacts you made and people you interacted with?	○	○	○	○	○
SERVICE GIVEN: The value of service you provided? .	○	○	○	○	○

FINAL REFLECTIONS -- *(Discuss other things you learned from this experience that will be valuable in managing your career pathway, including plans for future internships or jobs, additional training or education needed).*

(Thank you for completing the form. Now save with the following file name protocol:
[student name]_[term and year]_[course name]_[form name].pdf. Your file name should look something like this:

JohnDoe_Fall2011_GRN280A_InternshipAssessmentReport.pdf
Then submit to the appropriate Dropbox folder in D2L.)

Rev. 4/1/2012

Faculty Feedback *(To be completed by the instructor only.)*	STUDENT NAME	FINAL GRADE
INSTRUCTOR NAME	INTERNSHIP SITE	

INSTRUCTOR COMMENTS:

Gerontology Internship
Supervisor Evaluation

Portland Community College

P.O. Box 19000
Portland, Oregon 97219

STUDENT NAME	INTERNSHIP SUPERVISOR
INTERNSHIP INSTRUCTOR	AGENCY / ORGANIZATION
TERM	SUPERVISOR ADDRESS
RETURN THIS EVALUATION ON OR BEFORE	CITY STATE ZIP
SUPERVISOR PHONE	SUPERVISOR EMAIL

LEARNING OBJECTIVES -- Below are the Learning Objectives agreed upon by you and the student for this internship. Please indicate how well you feel the student achieved each objective:

[Student to copy the objectives into this form.]

	OUT-STANDING	VERY GOOD	AVERAGE	NEEDS IMPROVEMENT	UNSATIS-FACTORY
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○
5	○	○	○	○	○
Overall, how would you rate the student's success at this internship?	○	○	○	○	○

WHAT DO YOU SEE AS THE STUDENT'S STRENGTHS?

IN WHAT AREAS DOES THE STUDENT NEED TO IMPROVE?

Gerontology Internship
Supervisor Evaluation

Portland Community College
P.O. Box 19000
Portland, Oregon 97219

STUDENT NAME	[populated from Pg 1]	INTERNSHIP INSTRUCTOR	[populated from Pg 1]
INTERNSHIP SUPERVISOR	[populated from Pg 1]	AGENCY / ORGANIZATION	[populated from Pg 1]

SUPERVISOR EVALUATION CONTINUED FROM Page 1

WORK / PROFESSIONAL SKILLS
Please indicate how well you feel the student demonstrated basic work skills:

	EXCEEDED EXPECTATIONS	MET EXPECTATIONS	NEEDS WORK	NOT APPLICABLE
Work Practices:				
Uses time effectively	○	○	○	○
Looks for ways to improve.	○	○	○	○
Dresses appropriately	○	○	○	○
Arrives to work on time	○	○	○	○
Practices other appropriate professional habits	○	○	○	○
Relations with other workers:				
Cooperates with supervisors	○	○	○	○
Works well with others in the team	○	○	○	○
Accepts suggestions	○	○	○	○
Is courteous and helpful with public / customers / residents	○	○	○	○

	EXCEEDED EXPECTATIONS	MET EXPECTATIONS	NEEDS WORK	NOT APPLICABLE
Job Learning/Skill Improvement:				
Shows continual improvement. . . .	○	○	○	○
Can work independently	○	○	○	○
Exhibits adequate knowledge to perform tasks	○	○	○	○
Uses care with equipment and materials	○	○	○	○
Quality of Work:				
Completes tasks efficiently	○	○	○	○
Able to follow and understand direction	○	○	○	○
Is accurate and careful in work	○	○	○	○
Is flexible and is able to adapt to working conditions	○	○	○	○

Would you recommend this student for employment in your own or another agency / organization?   ○ YES   ○ NO

ADDITIONAL SUPERVISOR COMMENTS

_____   _____
Supervisor's Signature   **Date**

[Entering one's name in the signature line above is considered a "signature."]

SUPERVISORS, PLEASE RETURN EVALUATION ON OR BEFORE: [populated from Pg 1]

Sent ATTN TO: [populated from Pg 1]

Mail To: Gerontology Office
P.O. Box 19000, Portland, OR 97219

Fax To: 971-722-8548
eMail To: ger@pcc.edu

CREATING THE MASTER RESUME: How To Use The Worksheets

The Master Resume has many purposes. It allows you to brainstorm about all your skills and abilities. It lists all your job history in one place, with your duties and your accomplishments, so that completing applications is easier. It can help you make job-specific resumes. The worksheets are intended for you to keep private and NOT meant to be handed out to potential employers. (Employers will get a more select presentation.)

0-PRESONAL CONTACT INFORMATION and BASICS
- ✓ Use safety -- don't put down any personal information on this form, like account numbers or social security numbers.
- ✓ The contact information should be the information you would put on your resume.
- ✓ Look at your email address – is it professional enough for your resume? (KissyKissy69@hotlips.com won't do.)
- ✓ BASICS is a place for you to narrow down the kind of work you want to do.

1-WORK HISTORY BY JOB TITLE
- ✓ Use as many copies of this form as needed to list every job you've held, including non-paying jobs (such as family chores and volunteer work)
- ✓ Between volunteer work, paid work and school, try to account for all timespans of your life.
- ✓ There is space for you to list your *duties* (things you were responsible for accomplishing), your *accomplishments* (the way that you excelled at what you did), and the *skills* you used and learned.

2-SCHOOL HISTORY
- ✓ Use as many copies of this form as needed to list every school you've attended.
- ✓ There is space for you to list your best *courses*, your *extra-curricular activities*, and your *accomplishments*.

3-ASSOCIATIONS and MEMBERSHIPS
- ✓ If you belong to a church or neighborhood association, this is the place to put it.
- ✓ Any volunteer work that didn't make it onto the Job History should be listed here.

4-TRANSFERABLE SKILLS
- ✓ You can use this space to consolidate your duties, skills, accomplishments and areas of knowledge that you listed in your Job History

5-REFERENCES
- ✓ Use as many copies of this form as needed to list every person who has agreed to be a positive reference for you.
- ✓ As a rule of thumb, try to have at least one reference available for each of your most recent jobs. Include academic references and social references on this master list.
- ✓ You can use this form to make note of whenever you contact your references about "re-upping" their agreement to assist you as a reference.

Why Invest The Time to Create a Master Resume?
- It streamlines making custom versions of your resume
- It simplifies remembering past jobs
- It helps you spot themes and patterns
- It helps you highlight your favorite tasks
- It helps you overcome the problem of the generic resume
- It allows you to describe different skill sets

From http://www.manifestyourpotential.com/work/take_up_life_work/8_get_hired/how_to_create_master_resume.htm

MASTER RESUME for

YOUR NAME

PERSONAL CONTACT INFORMATION and BASICS

CONTACT ADDRESS

CITY, STATE ZIP

HOME PHONE

CELL PHONE

EMAIL ADDRESS

WHAT KIND OF WORK DO YOU WANT TO DO, AND WHY? (LIST ALL THAT YOU ARE INTERESTED IN – THIS CAN BE SPECIFIC OR VAGUE)

WHAT KIND OF WORK ARE YOU SEEKING? (CHECK ALL THAT APPLY)

☐ FULL TIME   ☐ PART TIME   ☐ DAYS   ☐ EVENINGS   ☐ WEEKENDS

☐ OTHER:

WHAT GEOGRAPHIC LOCATIONS ARE YOU INTERESTED IN WORKING IN? (LIST ALL THAT APPLIES)

WHAT SALARY ARE YOU LOOKING FOR? WHAT IS THE IDEAL SALARY? WHAT IS THE VERY MINIMUM YOU ARE WILLING TO ACCEPT?

OTHER NOTES

MASTER RESUME for

YOUR NAME

JOB TITLE	EMPLOYER

EMPLOYER ADDRESS	CITY, STATE ZIP

EMPLOYER PHONE	EMPLOYER FAX	EMPLOYER WEBSITE

DATE HIRED	SALARY AT HIRING	REASON FOR LEAVING
DATE LEFT	SALARY AT LEAVING	

HOURS WORKED PER WEEK	SUPERVISOR	SUPERVISOR PHONE	NUMBER OF PEOPLE YOU SUPERVISED

JOB DUTIES (USE AS MUCH SPACE AS NEEDED) – WHAT ARE/WERE YOU RESPONSIBLE FOR?

ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED) – WHAT WERE THE GOALS/OUTCOMES OF WHAT YOU DID? HOW MUCH MONEY DID YOU MAKE FOR YOUR COMPANY? HOW HAVE YOU SAVED YOUR EMPLOYERS MONEY IN THE PAST? WERE YOU RECRUITED OR PROMOTED? WHAT SPECIAL PROJECTS OR TASKS WERE YOU CHOSEN TO COMPLETE? WHAT HAVE YOU ACCOMPLISHED THAT WAS ABOVE AND BEYOND YOUR JOB DESCRIPTION? WERE YOU GIVEN ANY AWARDS?

SKILLS GAINED / SKILLS USED / TRAINING RECEIVED (USE AS MUCH SPACE AS NEEDED) – WHAT DID YOU LEARN TO DO? WHAT DID YOU BECOME EXPERIENCED AT? SUCH AS: HUMAN RELATIONS / COMMUNICATION / CRITICAL THINKING / PROBLEM SOLVING / RESEARCH / PLANNING / MANAGEMENT / LEADERSHIP / ORGANIZATION / BASIC WORK SKILLS / COMPUTER SKILLS / TECHNICAL SKILLS / CERTIFICATIONS / OTHER.

MASTER RESUME for	YOUR NAME

SCHOOL	CITY, STATE ZIP	
DATES ATTENDED	DEGREE / CERTIFICATE(S) RECEIVED	GRADUATION YEAR
GPA	AREAS OF STUDY	

COURSES MOST ENJOYED / EXCELLED AT AND WHY (USE AS MUCH SPACE AS NEEDED)

EXTRA CURRICULAR ACTIVITIES (USE AS MUCH SPACE AS NEEDED)

AWARDS / RECOGNITIONS / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)

SCHOOL	CITY, STATE ZIP	
DATES ATTENDED	DEGREE / CERTIFICATE(S) RECEIVED	GRADUATION YEAR
GPA	AREAS OF STUDY	

COURSES MOST ENJOYED / EXCELLED AT AND WHY (USE AS MUCH SPACE AS NEEDED)

EXTRA CURRICULAR ACTIVITIES (USE AS MUCH SPACE AS NEEDED)

AWARDS / RECOGNITIONS / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)

MASTER RESUME for	YOUR NAME

ASSOCIATIONS AND MEMBERSHIPS
(PROFESSIONAL AFFILIATIONS, SOCIAL ORGANIZATIONS, CHURCHES, ETC)

ORGANIZATION/ASSOCIATION		TITLES/POSITIONS HELD	
ADDRESS		CITY, STATE ZIP	
PHONE	EMAIL		WEBSITE
DATE JOINED	DATE LEFT	REASON FOR LEAVING	
ACTIVITIES / RESPONSIBILITIES / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)			

ORGANIZATION/ASSOCIATION		TITLES/POSITIONS HELD	
ADDRESS		CITY, STATE ZIP	
PHONE	EMAIL		WEBSITE
DATE JOINED	DATE LEFT	REASON FOR LEAVING	
ACTIVITIES / RESPONSIBILITIES / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)			

ORGANIZATION/ASSOCIATION		TITLES/POSITIONS HELD	
ADDRESS		CITY, STATE ZIP	
PHONE	EMAIL		WEBSITE
DATE JOINED	DATE LEFT	REASON FOR LEAVING	
ACTIVITIES / RESPONSIBILITIES / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)			

ORGANIZATION/ASSOCIATION		TITLES/POSITIONS HELD	
ADDRESS		CITY, STATE ZIP	
PHONE	EMAIL		WEBSITE
DATE JOINED	DATE LEFT	REASON FOR LEAVING	
ACTIVITIES / RESPONSIBILITIES / ACCOMPLISHMENTS (USE AS MUCH SPACE AS NEEDED)			

MASTER RESUME for	YOUR NAME

T R A N S F E R A B L E   S K I L L S

[skills that you have acquired in your academic, working and social life that can be applied successfully to other situations and other working environments]

TEAMWORK / GROUP / INTERPERSONAL / HUMAN RELATIONS SKILLS (USE AS MUCH SPACE AS NEEDED)

COMMUNICATION SKILLS (USE AS MUCH SPACE AS NEEDED)

ANALYTICAL / CRITICAL REASONING SKILLS (USE AS MUCH SPACE AS NEEDED)

RESEARCH AND PLANNING SKILLS (USE AS MUCH SPACE AS NEEDED)

MANAGEMENT / LEADERSHIP / ORGANIZATION SKILLS (USE AS MUCH SPACE AS NEEDED)

BASIC WORK SKILLS / WORK ETHICS SKILLS (USE AS MUCH SPACE AS NEEDED)

TECHNICAL / COMPUTER / CONCRETE SKILLS (USE AS MUCH SPACE AS NEEDED)

MASTER RESUME for	YOUR NAME

R E F E R E N C E S

☐ EMPLOYER ☐ CUSTOMER ☐ COLLEAGUE ☐ INSTRUCTOR ☐ FRIEND ☐ FAMILY   UPDATED:

REFERENCE	HOW YOU KNOW THEM
ADDRESS	CITY, STATE ZIP
HOME PHONE	WORK PHONE	CELL PHONE
HOW LONG KNOWN	LETTER OF REFERENCE? ☐ YES ☐ NO	OTHER THOUGHTS

☐ EMPLOYER ☐ CUSTOMER ☐ COLLEAGUE ☐ INSTRUCTOR ☐ FRIEND ☐ FAMILY   UPDATED:

REFERENCE	HOW YOU KNOW THEM
ADDRESS	CITY, STATE ZIP
HOME PHONE	WORK PHONE	CELL PHONE
HOW LONG KNOWN	LETTER OF REFERENCE? ☐ YES ☐ NO	OTHER THOUGHTS

☐ EMPLOYER ☐ CUSTOMER ☐ COLLEAGUE ☐ INSTRUCTOR ☐ FRIEND ☐ FAMILY   UPDATED:

REFERENCE	HOW YOU KNOW THEM
ADDRESS	CITY, STATE ZIP
HOME PHONE	WORK PHONE	CELL PHONE
HOW LONG KNOWN	LETTER OF REFERENCE? ☐ YES ☐ NO	OTHER THOUGHTS

☐ EMPLOYER ☐ CUSTOMER ☐ COLLEAGUE ☐ INSTRUCTOR ☐ FRIEND ☐ FAMILY   UPDATED:

REFERENCE	HOW YOU KNOW THEM
ADDRESS	CITY, STATE ZIP
HOME PHONE	WORK PHONE	CELL PHONE
HOW LONG KNOWN	LETTER OF REFERENCE? ☐ YES ☐ NO	OTHER THOUGHTS

☐ EMPLOYER ☐ CUSTOMER ☐ COLLEAGUE ☐ INSTRUCTOR ☐ FRIEND ☐ FAMILY   UPDATED:

REFERENCE	HOW YOU KNOW THEM
ADDRESS	CITY, STATE ZIP
HOME PHONE	WORK PHONE	CELL PHONE
HOW LONG KNOWN	LETTER OF REFERENCE? ☐ YES ☐ NO	OTHER THOUGHTS

MASTER RESUME for	YOUR NAME

OVERVIEW & REFERENCE MATERIALS
MASTER RESUME / JOB SPECIFIC RESUMES / REFERENCES

Examples by TRANSFERABLE SKILLS
TEAMWORK / GROUP / INTERPERSONAL / HUMAN RELATIONS SKILLS

COMMUNICATION SKILLS

ANALYTICAL / CRITICAL REASONING SKILLS

RESEARCH AND PLANNING SKILLS

MANAGEMENT / LEADERSHIP / ORGANIZATION SKILLS

BASIC WORK SKILLS / WORK ETHICS SKILLS

TECHNICAL / COMPUTER / CONCRETE SKILLS

Examples from JOBS HELD (Paid and Unpaid)
JOB DESCRIPTIONS / COMPANY BROCHURES / IMAGES / PRODUCT SAMPLES / AWARDS

Examples of EDUCATION
TRANSCRIPTS (FROM EVERY INSTITUTION) / INSTRUCTOR COMMENTS / PAPERS / PRESENTATIONS

Examples of ORGANIZATIONS and ASSOCIATIONS

TESTIMONIALS / REFERENCES
JOB EVALS / INSTRUCTOR COMMENTS / THANK YOU'S / PATS ON THE BACK / CERT. OF APPRECIATION

MISCELLANEOUS

A Resume

SIMPLE CONCEPT:

The concept behind a resume is simple: A resume is (usually) a one page summation about yourself to a potential employer showing why you are suitable for the job. The main purpose of a resume is to get an interview.

MIGHT FEEL COMPLICATED TO IMPLEMENT, BUT ITS DO-ABLE!

1) *There are two major components of a resume that have nothing to do with the content -- on top of what you have to say in your resume, you also need to pay attention to* how it looks *and* how it reads*:*

   1) How it looks -- such as layout, colors, paper choices, fonts.
   2) How it reads -- such as grammar, headers, content flow, word choices.

   You want your resume to be easy to read, because you have a short time to grab attention.

2) *Resume "truths" to know:*
   a) Don't use "I" "me" "we" (personal pronoun) statements in a resume. Save "I" statements for your cover letter. This helps to keep the resume brief and professional. Resumes are not meant to be a narrative.
   b) Usually, resumes don't use full sentences. You're writing a brief synopsis, not a novel. Resumes tend to use a truncated grammar and a kind of outline format.
   c) To show yourself as a professional person wanting to work in a professional situation, use professional language. Being unprofessional is a distraction.
   d) Proof for errors. You don't want to have errors in your resume for several reasons:
      i) It shows your potential employer that you are careless with details.
      ii) Errors are a distraction from your main purpose of the resume, why you are right for the job!
   e) Keep your resume to one page, and if you can't keep it to one page, make use of two full pages. If you only use 1-1/3 page, then it just looks like you were incapable of condensing it.
   f) Be consistent with your layout. Margins, font, etc. should always follow the same rules from section to section so that it won't distract the reader *and* so that it will actually enhance the flow.
   g) Rules have become so strict that some reviewers look more at adherence to rules than to actual content of the resume. Be cautious when you stray from resume writing rules.
   h) For every rule, there are exceptions. For every way, there is another way. For every unwavering "must follow" rule from one person, there will be another person who disagrees.

3) *The balance of seemingly Contradictory Expectations in a resume -- the more you can understand these concepts, the more self-assured you will be at writing your resume. Be both:*
   a) Confident and Humble
   b) Fully Truthful and Completely Positive
   c) Brief and Thorough
   d) Professional and have Flair

4) *Interpret what the employer wants and fit it to what you are.*
   a) It takes time to figure out what an employer probably wants. And, that's okay.
   b) You don't know what an employer wants? Perfect thing to ask in an information interview.
   c) Your job is to tie the connections together for the potential employer, between skill and knowledge you have and what they need.

BE YOURSELF

Aside from all these rules to follow and contradictions to understand (that are part of what it means to write a resume), find a way to be yourself. Write something that you are confident in.

ANNETTE LANSING   June 2010

Beaverton, OR 97007
H: 503.xxx.xxxx
xxxxxx@aol.com

GOAL / To enrich the lives and wellbeing of older adults through engaging activities.

WHAT I BRING /
Creativity and **whimsy** | To produce a variety of successful activities.
Customer service orientation and **ethical nature** | To help fulfill resident needs.
Excellent written and verbal communication | To complete documentation, lead
     activities and participate in care plan meetings.
Organization skills | To balance duties of activity planning, execution and documentation.
Team-player | To work with residents and co-workers.
A passion | For helping people engage in productive and fulfilling aging.

ACTIVITIES and GERONTOLOGY EXPERIENCE /
LTC Activities Intern / Volunteer (West Hills Health and Rehabilitation, Portland, OR).
Developed and participated in a variety of activities. Experienced the daily flow of planning,
implementing and documenting activities. Filled out care plans and MDS documentation. (6 months)

Brain Wellness Workshop Intern (mindRAMP, Portland, OR).
Assisted Roger Anunsen in providing workshops and other events for older adults. (4 months)

Volunteer Ceramics Instructor (Friendsview Retirement Community, Newberg, OR).
Taught an introductory level class in ceramics to health care, assisted living and independent living
seniors. Worked one-on-one with elders to instruct and assist with making hand-built ceramic
vessels. Developed inventory needs and set-up requirements for portable studio. (6 months)

Recreation Director / Assistant Director (Camp Hanson USO, Okinawa, Japan).
Planned and implemented recreational programs, informational services and cultural events for
American Military personnel. (2 years.)

EDUCATION /

> Gerontology (PCC, Portland, OR)
    > Gerontology Certificate (June 2010)
    > Assistant Activity Director Certificate (June 2010)
    > State of Oregon Activity Director Certification (Administrative Rule 411-86-230 86-1) (March 2010)
> M.A. Teaching (Lewis & Clark College, Portland, OR)
> B.A. Dramatic Art / English (Whitman College, Walla Walla, WA)

OTHER WORK EXPERIENCES & SKILLS /
> **Print industry** | manager/product/project manager (15 years). Including experience in
    purchasing, marketing, graphic design, training, deadline management, quality control,
    employee management. Extensive experience with executing written customer surveys.
> **Hotel industry** | accounting, night audit, guest services (5 years).
> **Technical experience** | Acrobat Professional, MS Word, Outlook, Excel, HTML

INTERESTS / Handbuilding ceramics, genealogy, letterboxing, jewelry making, internet
browsing, playing cards, jigsaw puzzles, word games, walking, greeting cards, gardening, digital
photography, web design and publishing, arts and crafts of all kinds.

PROMISE / To learn fast and work hard.

THE SWEET SPOT

This is the top 1/3 to 1/2 of your resume. It would be nice to think that this resume, which you've put so much time and care into producing, will be perused with the same care and diligence – it won't be. But, The Sweet Spot of your resume will get more attention than anywhere else. Make sure it looks good and is easy to read.

HEADING CONTACT INFORMATION

The heading is the very first thing that potential employers will see. Make sure it looks good. You can then use the very same Header for your Cover Letter and List of References. All your pages will have the same look and help "brand" you.

The main purpose of the contact information is to provide several practical ways for potential employers to contact you.

Name –   Make your name font slightly larger than the rest of your font, so that your name doesn't get lost.
Address --   For safety, consider not putting down your full street address, just the city and state. If you live farther away from where you want to work (like if you live in Fairview and are applying to a job in Banks and are willing to commute), consider saying that you live in an area (such as Portland Metro), rather than a specific place.
Phone --   Be sure to use a phone number that, if you aren't available, will have a message that won't offend a potential employer.
eMail --   It would be best to have an email that is professional, such as your first and/or last name. Be sure you *don't* use an email address that is in any way vulgar.
Linked-In -- If you have a LinkedIn account and use it, add it to your contact information. It's a good way to show that you know how to use technology.

LAYOUT

Layout is all about making your resume easier to read. It's not that you want people to notice your layout, but more that you don't want a bad layout to be distracting.

MARGINS – You don't want your resume to look crowded and hard to read. White space can be a good thing. Margins should be between 3/4" to 1-1/4" on the sides and between 1/2" to 1" at the top and bottom.

CONSISTENT LAYOUT OF ITEMS – However you organize your data, do it consistently from item to item. Don't do things like include the city and state in one "experience" item, and then leave it off the next. Don't list your title first on one and then list the company name first on another. Be consistent. Below are examples of how to layout an item:

[college], [city, state] –
- *[degree and area of study]* [honors received] (year of degree)
- [area of study] (number of years attended)

[Job Title], [Name of Company/Organization], [City, State] (Number of Years Worked)
- [Duties that speak to job applying for]
- [Accomplishments that toot your horn]
- [Successes, awards, etc]

SECTION HEADERS

To make your resume more easily read, your headers should be distinguishable from other text. Maybe slightly larger font, maybe bold, maybe both – lots of possibilities.

Typical section headers mimic the content that should be found in a resume. The header names might vary, and might even be a good way to add acceptable flare to your resume, but the basic content is the same.

CONTENT

The header names might vary, and might even be a good way to add acceptable flare to your resume, but the basic content is the same:

OBJECTIVE

SKILLS:

- [SKILL]: [Description of skill] [Skillset areas listed directly below.]
- Research and Planning:
- Analytical / Critical Reasoning:
- Communication:
- Teamwork / Group / Interpersonal / Human Relations Skills:
- Management / Leadership / Organization:
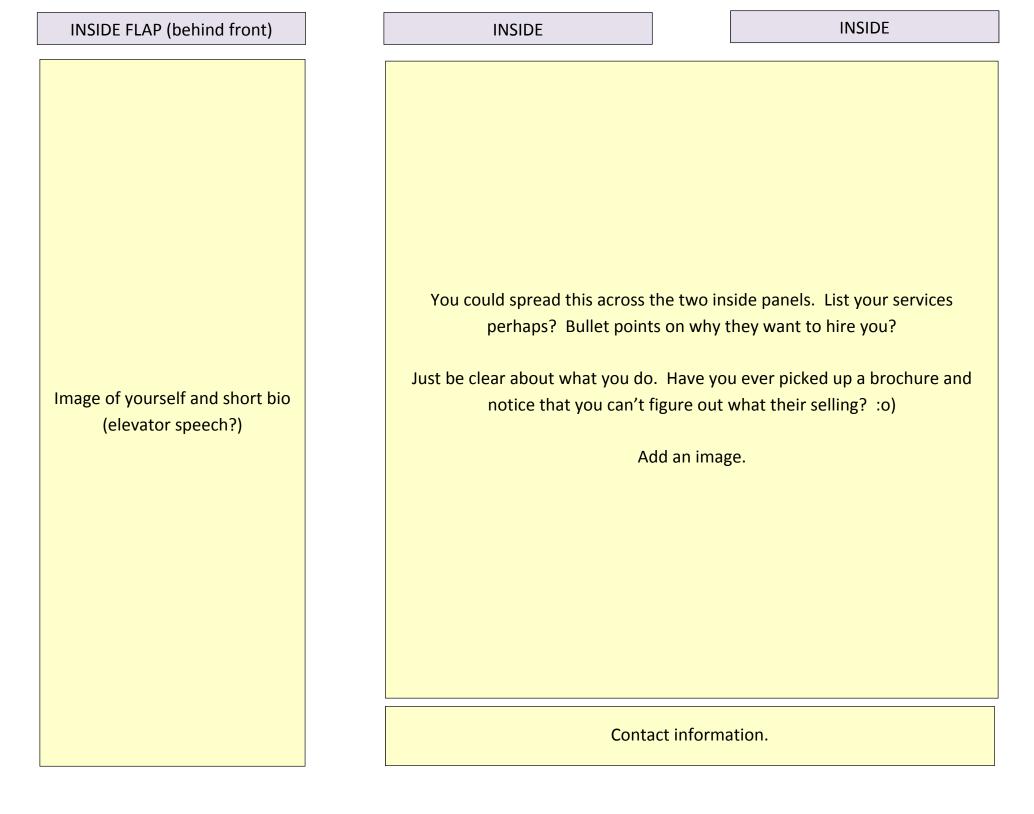- Basic Work Skills / Work Ethics:

EDUCATION

EXPERIENCE: Includes paid work, volunteer work, and internships)

OTHER: Associations / Organizations, interests, activities, honors

Brochure - Self-Promotion -- DO's, DON'T's and IDEAS

1) Use at least a 14 pt font. Easier for older eyes to read.

2) Don't be too wordy! Phrases like "contact us for more details" are your friends. Or, you could refer to your website for more details also.

3) Consider adding pricing on a separate insert that can have services and costs tailored to your venue. The brochure can be generic and the insert specific.

4) Any pricing should include words similar to "Pricing subject to change. Please verify pricing is current when you contact us." And, I like including a "pricing effective date" also.

5) Make sure you have your contact information on both sides of the brochure paper – if someone makes a copy to share with friends, you want to make sure they can find you!!

6) Be REALLY CAREFUL about utilizing color. Get some advice from an expert. Better to go simple.

7) If you are really into the details of your brochure design, make sure it looks good whether printed in color or black and white.

8) Consider your "'branding" and have your business card, letterhead, envelop, brochure, website all rock the same look.

9) Remember your audience. Are you writing to seniors? Their families? Professionals who serve them? What tone do you want to take?

10) Print on paper that is opaque enough that you can't see through to the text on the other side. Use the advice of an expert – a 24# bond would probably be okay. (I don't advise using 20# copy paper).

11) Where ever you leave your brochure, return often to make sure you still have copies there and that the one's still remaining are in good shape.

12) A letter-fold brochure on 8 ½" X 11" paper fits nicely into a #10 envelop. You can also design your brochure to double as a mailer as well (but if you plan to do anything besides 1st class mailing, there are additional design considerations you'll have to investigate).

Print out the first two pages and tape the front and back together (if you can't print two-sided). When you fold them into a letter, you'll see how the brochure will look.

INSIDE FLAP

Testimonials maybe?

Association Logos

BACK

Possible stamp placement

If you leave this area blank, you can use it for addresses on a mailing or a place you can write a message when you hand it to someone.

This could be a replica of your business card. Certainly you want to add contact information.

FRONT

Catchy Image

One liner blurb about what you offer – THE HOOK

Image of yourself and short bio (elevator speech?)

You could spread this across the two inside panels. List your services perhaps? Bullet points on why they want to hire you?

Just be clear about what you do. Have you ever picked up a brochure and notice that you can't figure out what their selling? :o)

Add an image.

Contact information.

INTERVIEW ORGANIZER

		NAME and DATE
COMPANY	**INTERVIEWER**	**POSITION APPLIED FOR**

SKETCH OF INFORMATION ABOUT COMPANY AND JOB

30-SECOND PITCH / INTRODUCTION / "TELL ME ABOUT YOURSELF"

QUESTIONS TO ASK ABOUT THE COMPANY AND/OR JOB

OUTLINE OF THINGS TO MENTION / WHAT YOU DO BEST THAT RELATES TO THE COMPANY / STORIES THAT DEMONSTRATE YOUR "FIT"

OTHER NOTES

ENDING PITCH

Behavioral Interview Question Prep: S/PAR
S i t u a t i o n / P r o b l e m → A c t i o n → R e s u l t s

INTERVIEWER'S QUESTION	
SKILLS YOU ARE ULTIMATELY TRYING TO CONVEY	
S/P	**SITUATION / PROBLEM**
A	**ACTIONS YOU TAKE**
R	**RESULTS**

INTERVIEWER'S QUESTION	
SKILLS YOU ARE ULTIMATELY TRYING TO CONVEY	
S/P	**SITUATION / PROBLEM**
A	**ACTIONS YOU TAKE**
R	**RESULTS**

INTERVIEWER'S QUESTION	
SKILLS YOU ARE ULTIMATELY TRYING TO CONVEY	
S/P	**SITUATION / PROBLEM**
A	**ACTIONS YOU TAKE**
R	**RESULTS**

INTERVIEWER'S QUESTION	
SKILLS YOU ARE ULTIMATELY TRYING TO CONVEY	
S/P	**SITUATION / PROBLEM**
A	**ACTIONS YOU TAKE**
R	**RESULTS**

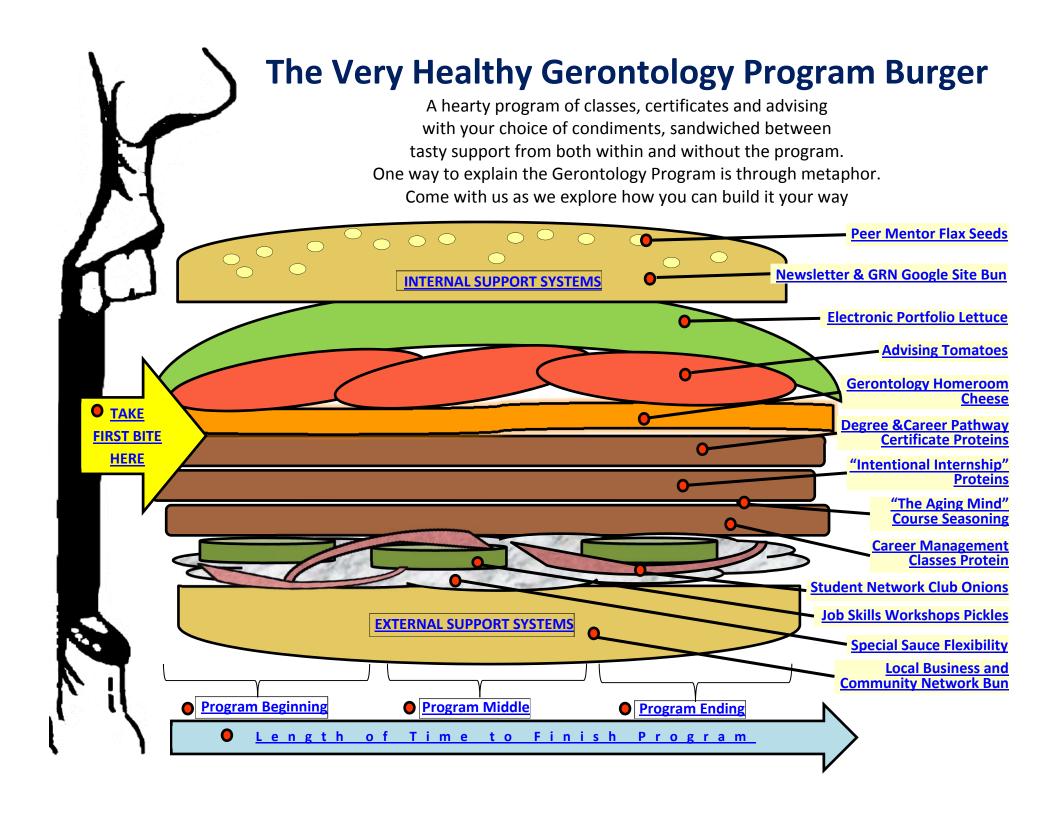|	
INTERVIEWER'S QUESTION	
SKILLS YOU ARE ULTIMATELY TRYING TO CONVEY	
S/P	**SITUATION / PROBLEM**
A	**ACTIONS YOU TAKE**
R	**RESULTS**

Appendix 2: Gerontology Program Overview – Homeroom - ePortfolios

The following files provide an overview of the Gerontology Program, its system of communication with students, student supports, the connections among Courses, the Homeroom, and ePortfolios, and a graphic portrayal of ePortfolios, their structure and uses, and the process of creating Presentations. The final file outlines the forthcoming guidebook, Managing Your Career in Aging.

- Gerontology Program Communication
- The Very Healthy Gerontology Program Burger
- The Garden (alternative view of Encore Learner Supports)
- Courses-Homeroom-ePortfolio Connections
- ePortfolio Graphics (the 4 "classes")
- Managing Your Career in Aging Outline

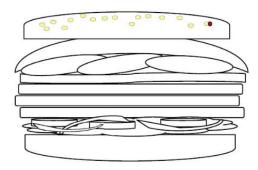# THE PCC GERONTOLOGY PROGRAM'S INFORMATION SYSTEMS PROMOTE STUDENT LEARNING

PERSON WANTS TO FIND OUT ABOUT THE **GERONTOLOGY PROGRAM**, ITS CLASSES, DEGREE AND CERTIFICATES.

PCC GERONTOLOGY WEBSITE PAGE
www.pcc.edu/ger
*** OPEN TO PUBLIC ***

PERSON WANTS TO FIND OUT MORE ABOUT **GERONTOLOGY, CAREER OPPORTUNITIES** AND THE **GERONTOLOGY PROGRAM**

GERONTOLOGY PROGRAM GOOGLE SITE AND NEWSLETTERS
*** OPEN TO THOSE WHO HAVE FILLED OUT THE GERONTOLOGY PROGRAM APPLICATION (AND EVENTUALLY OPEN TO OUR COMMUNITY PARTNERS) ***

STUDENT IS PART OF THE **GERONTOLOGY PROGRAM**

GERONTOLOGY PROGRAM HOMEROOM
*** OPEN ONLY TO STUDENTS ONCE THEY TAKE GRN181 EXPLORING THE FIELD OF AGING ***

STUDENT USES TOOLS IN THE HOMEROOM TO **ACCESS INFORMATION** AND **JOIN IN DISCUSSIONS** WITH OTHER STUDENTS.

STUDENT USES TOOLS IN THE HOMEROOM TO BEGIN PLANNING THEIR **ACADEMIC STRATEGY**

STUDENT USES TOOLS IN THE HOMEROOM TO USE THEIR **ePORTFOLIO** FOR CLASS ASSIGNMENTS AND PROFESSIONAL PRESENTATIONS

NET-WORKING

COHORT BUILDING

DEGREE & CERTIFICATE ADVISING

ACADEMIC PLANNING PREP

COURSE LEARNING

CAREER BUILDING

arl / rev 10/7/2012

The Very Healthy Gerontology Program Burger

A hearty program of classes, certificates and advising
with your choice of condiments, sandwiched between
tasty support from both within and without the program.
One way to explain the Gerontology Program is through metaphor.
Come with us as we explore how you can build it your way

Peer Mentor Flax Seeds

INTERNAL SUPPORT SYSTEMS

Newsletter & GRN Google Site Bun

Electronic Portfolio Lettuce

Advising Tomatoes

Gerontology Homeroom Cheese

TAKE FIRST BITE HERE

Degree &Career Pathway Certificate Proteins

"Intentional Internship" Proteins

"The Aging Mind" Course Seasoning

Career Management Classes Protein

Student Network Club Onions

EXTERNAL SUPPORT SYSTEMS

Job Skills Workshops Pickles

Special Sauce Flexibility

Local Business and Community Network Bun

Program Beginning   Program Middle   Program Ending

Length of Time to Finish Program

Where to Start the Program

The program starts with the first bite. Often people are referred to Jan Abushakrah, the Department Chair of the Gerontology Program, and they want to talk to her and get a little advising before committing to any classes. But, signing up for GRN 181 Exploring the Field of Aging is the best way to start. Anyone interested in exploring the gerontology program should complete the informal Gerontology Program Application Form found on the PCC Gerontology webpage, which gets you hooked into receiving the weekly Gerontology Newsletters and there is no obligation. All are excellent ways to start. For more information about the first 1/3 of the program, click here.

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Peer Mentor Program

Peer Mentors are part time employees of the Gerontology Department. They are here to help Gerontology students whenever one of the bites of the burger gets stuck. Often times you will notice a Peer Mentor (also known as a Teacher's Assistant) is part of one of your online Gerontology classes. Or, you see them at the Job Skills Workshops or Ageless Network. Peer Mentors are either advanced Gerontology students or Gerontology alumni. They are here to assist students. To listen. To suggest. To incite discussion. To aid instructors however they need. They are here as a possible resource for you, having already gone through some of what you are going through now. (On the other hand, they are NOT advisers, instructors or counselors.)
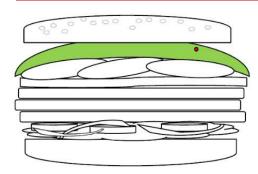
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Gerontology Newsletter(s) and Google Site

The Gerontology Newsletters follow you throughout your program pathway and even for a year or two later. They are a connection to program announcements and job announcements, from Gerontology events, PCC events and community events that we might be interested in attending. You'll find information about Job Skills Workshops, Ageless Network meetings, business networking opportunities, graduation deadlines and requirements, etc. If you get buried in school work or professional work or family issues or other distractions, the newsletter can pull you back into what's happening.

As of this writing, the Gerontology Google web site is a new and developing feature and very similar to the newsletters, with ongoing and current information about the Gerontology field and our community partners.
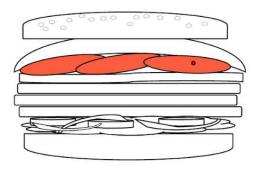
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ePortfolios

On the vanguard of learning assessment and career development is the use of the ePortfolio. PCC is working on building an electronic portfolio service for all PCC students and, as of this writing, is using the Gerontology Program and its students as test subjects.

A job portfolio, much like an artist's portfolio, is a collection of your work and skills that can demonstrate your abilities to potential employers. The job portfolio is most often utilized during an interview. The cutting edge best practice is to have an electronic portfolio, meaning a portfolio which is accessible online, anytime you need it – much like a website. Learn more about this feature in the career management classes, the job skills workshops and the Gerontology Homeroom.
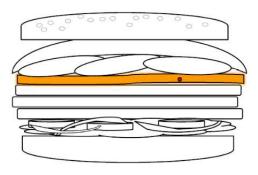
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Advising

Once you decide that you want to pursue a Gerontology Degree or Certificate, the Gerontology Program becomes your official venue for advising. A Gerontology Advisor can help you assess your prior learning experience, evaluate transcripts from other colleges, help you to meet guidelines for financial aid, scholarships, and other programs to support your education and training, and plan your initial courses. Working with you and your ideas about your future, we can provide you resources and guidance on Gerontology and other Programs, internships, professional credentials, and more. We are here to help you fulfill your goals and realize your dreams!

Advising isn't solely about academic matters. This Very Healthy Gerontology Program Burger provides lots of opportunities to explore your plans, talk with faculty and other students, and connect with professionals in the field who can serve as mentors.
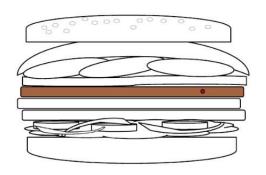
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Gerontology Program Homeroom

Access is granted to the homeroom to Gerontology students within the first few weeks of participating in GRN181 Exploring Careers in Aging. There are two main purposes of the homeroom:

- One purpose is to be an extension of advising by providing detailed information, checklists and worksheets to help Gerontology students plan their own academic path.

- A second purpose is to provide a vehicle for managing the ePortfolio program in D2L, giving detailed tutorials on "*academic* presentations", and developing ideas for "*career* presentations".

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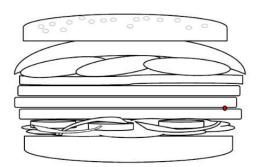# Career Pathway Certificates and the AAS Degree

Here is the meat of the Gerontology Program. You really do have the opportunity to build it your way. (And, you can build it in the Gerontology Homeroom.) –Do you want a veggie burger? Chicken burger with a side of fries? A good ol' juicy hamburger with everything on it? If you need to get a job as soon as possible, if you don't have time to get an Associates of Applied Science degree, or if you just want to take classes targeted to a particular career path – whatever your agenda – the Career Pathway Certificates were created for your convenience and to fit your needs. We work to make our program flexible, for you.

Maybe you don't know what you want, yet. Totally understandable, and a common issue in the beginning. We have steps in place to help you grapple with those choices, notably the Advising and GRN 181 Exploring the Field of Aging class. Also, the Ageless Network student club highlights various aspects of the gerontology industry, and in the Job Skills Workshops we discuss how to tunnel specific interests and skills into a career.

Click Here For More Information About Your Gerontology Degree and Certificate Options in the PCC Catalog | Return To Top
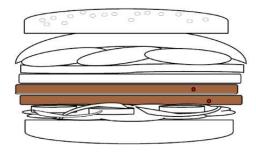
GRN175 "The Aging Mind" Course

Research says that the "mature mind" becomes predominant at about age 50. As we study Gerontology, we often find ourselves in the unique position of being both the learner and the subject of the learning. One thing we all have in common is that we are aging and that includes our Gerontology Department students, faculty and staff – 66% of our students are over the age of 40 and 40% are over the age of 50. The Mature Mind course takes into consideration that not only do we want to *work with* the aging population, but that we *are* the aging population. The course, taught by Roger Anunsen of mindRAMP, is primarily focused on personal development for adult students as we make our way through the transition of going back to school and recareering. But dually, it provides a good foundation for students who want to work with older adults, at any stage of cognitive health. Topics include: the Golden Age of brain science, aging successfully, memory & learning, the power of the Mature Mind, creativity, the brain and our senses, and six cogwheels of brain health. The Mature Mind course is part of the internal support system that we've put in place for students to be successful.

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Career Management Courses and Intentional Internships

The Career Management Classes have been positioned as part of the meat of the burger, because they are required classes in almost all certificates and degrees available in the Gerontology Program. They are deliberately and progressively woven throughout the program to assist you with processing real-life career applications of what you are learning.

GRN 181 Exploring the Field of Aging is the Career Management Class at the beginning. This class is approximately 20% Gerontology and 80% career exploration – exploring your preferences, exploring your needs, exploring your options, and exploring how to explore. You learn how to take some internal abstract issues and come up with more concrete answers. Topics include: A self-assessment of the kinds of career you want to pursue, your work environment preferences, how to conduct information interviews, and tapping into the vast resource called the Gerontology Department.

In the middle of the program is ***GRN 280B Gerontology Internship Seminar***. No matter what program / Career Pathway Certificate / Associates of Applied Science that you pursue, there will be an "internship" component. These internships are called Intentional Internships because you create your own objectives. The GRN 280B class is meant to be taken before your internship to help you prepare for the experience. Topics include: how to find the internship for you, problem solving, communication, company/organizational structures and politics, and network building. While taking GRN 280B Gerontology Internship Seminar, the students look into organizations where they would like to internship and work on developing goals and learning objectives. It is the student's responsibility to find locations they want and get accepted as an intern, but we support that process the whole way. It is never our intent to have students dangle in the wind! To the contrary, we always want you to succeed and succeed with a happy heart.
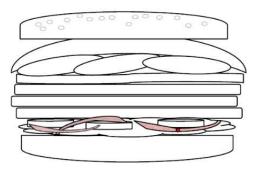
In the ***GRN 280A Gerontology Internship*** course, we take all that is learned and prepared for during the GRN 280B Gerontology Internship Seminar and set it into motion – the course is part Intentional Internship (where students are able to put theory into practice in real life environments) and part virtual seminar/discussion (where students are able to process their experiences). All Gerontology degrees and certificates require internship credit hours; the only difference is the number of hours required. Some students participate in a single internship for all required credit hours and some establish several different internships, mixing and matching to get the credit hours needed. GRN 280*B* only needs to be taken once, but every time a student is involved in an Intentional Internship for credit hours, they need to be enrolled in GRN 280*A*.

The "Intentional" in ***Intentional Internships*** is an important focus word. An "Intentional" Internship means that the student takes true ownership of the learning. The student finds the internship location, gets management's agreement of sponsorship, completes the approval paperwork, and *develops the learning goals and objectives for that internship based on what their interests are and what they want to learn*. (In a way, it's much like applying for a job, but in a much more supportive environment.) For example of how the goal-setting works, two different students during two different terms interned for Roger Anunsen of mindRAMP – one student had goals focusing on how Roger developed his own business within the Gerontology industry and the other had goals focusing on issues of brain health. Both students gained practical, yet different, experience and professional direction based on their own career goals.

Internships are processed in partnership with PCC's Cooperative Education Department (CE). The internship approval forms come from the CE site, and both the Gerontology Department and CE need to approve of worksite locations and goals.

At the end of your program you'll take the ***GRN 282 Professional Seminar***, which in many ways is similar to the very first Career Management Class GRN 181. But now, you'll look again at your career preferences to see if anything has changed. You'll create a personal mission statement, make a resume with all your transferrable skills, put together a career portfolio and get prepared for the job interviews that are to come. We do it together as a team and help each other succeed.

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Student Club – "The Ageless Network"

The Ageless Network is a student club with meetings that are held on alternate Mondays with the Job Skills Workshops from 5:00 PM to 7:00 PM on the PCC Sylvania campus. (Together they comprise the infamous "Gerontology Mondays".) The goal of the Ageless Network is:
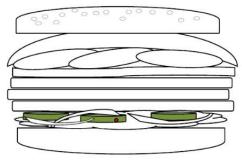
- ✓ To expose students to a wide variety of businesses and organizations involved in the local Gerontology field.
- ✓ To give students an opportunity to network.
- ✓ To open up new possibilities for students to pursue.
- ✓ To have an opportunity to connect with fellow students in a casual atmosphere.

The Ageless Network is formally organized under the auspices of the Associated Students of Portland Community College (ASPCC). Topics fluctuate with the winds of opportunity. Visiting guests and topics in the past have included:

- Roger Anunsen from mindRAMP showing us Taste Aerobics.
- Jim Pfeifer, discussing his No One Dies Alone/Compassionate Companions Program.
- People from Bridge Meadows giving us a glimpse of innovation in purposeful intergenerational housing for the future.
- Former students and entrepreneurs LauraLou Pape-McCarthy (1 Laugh at a Time) doing Laughter Yoga, and Jim Dalton (Mindful Balance)doing Tai Chi.

THE AGELESS NETWORK IS OPEN TO ALL PCC STUDENTS. It is not attached to any specific course. Meetings are free and optional. You can come to the club meetings every term. Don't wait for a personal invitation!

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Job Skills Workshops

Every term, there are four Job Skills Workshops that happen on Mondays from 5:00 PM to 7:00 PM. (On alternate Mondays, the Ageless Network meets, and together they comprise the "Gerontology Mondays") The four workshops are:

1) Searching for work and internships;   3) Finding Transferrable Skills and writing resumes; and
2) Creating professional portfolios;   4) Getting ready for job interviews.

There is a fifth event, but we can't really call it a workshop. It's the Capstone Presentation, where the students of the GRN 282 Professional Seminar present their portfolios and their journey to this point – they are wonderful to listen to, and anyone is welcome to be part of the informal audience.

THESE WORKSHOPS (and the Capstone Presentation) ARE OPEN TO ANYONE IN THE GERONTOLOGY PROGRAM. Flexibility is the name of the game. Technically, they are set up as "optional" class meetings for students in GRN 280B Gerontology Internship Seminar and GRN 282 Professional Seminar. They are free. They are an optional activity. You can come to the workshops every term. Don't wait for a personal invitation!
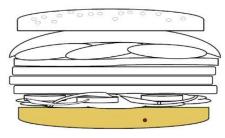
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Flexibility

The Gerontology Program oozes flexibility just like a burger's special sauce. It's been deliberately set up to fit into the nooks left from of your other busy and less-bendable life responsibilities:

- The Length of Time to complete your chosen academic path is open-ended. You can pursue your schooling either full time or part time.

- We have available one degree and seven Career Pathway Certificates, and although there are specific requirements for each degree or certificate, there is still a very wide variety to choose from depending on your career needs.

- Classes are available online or in a blending of online and on-campus. All classes have an online distance learning component that allows you to correspond with fellow students and the instructor at your leisure – whether that be in the mornings with the sun shining through the windows or in the middle of the night while in your jammies. There are also regular class meetings (often optional) for in-person contact and discussion with the instructor and the other students in the class. We also videostream many class meetings and special presentations, and some course meetings can be accessed through interactive TV.   But, don't worry.   If you feel insecure in your computer savvy and the online component of the classes -- know that there is assistance available through both the college Student Help Desk and the Gerontology Program's Peer Mentors. Bottom line: it is possible to earn the AAS Degree in Gerontology entirely online, with the exception of the internships, which need to be conducted on site with local supervision.

Mention your specific needs during your advising meetings to be best directed to our flexible answers.

Local Business and Community Network

The faculty and staff, as well as the students and alumni, of PCC's Gerontology Program work hard (and play hard) at maintaining excellent contacts with local businesses and organizations in the aging industry. This network is built by participating in activities such as being members of local associations, going to conferences and asking for their support. As a huge part of our external support system, this community networking has multiple purposes and benefits:

- They help us remain on the cutting edge of careers in aging, making sure that our classes and Career Pathway Certificates provide what is needed by potential employers out there in the economy.
- They become career resources for students doing information interviews, looking for internships and searching for jobs, as part of the Career Management Classes.
- They provide actual internships and seek out our students and graduates for employment opportunities.
- They participate in the Ageless Network events to make them much richer experiences.

Some of our local partnership organizations include: AARP Oregon (American Association of Retired Persons of Oregon), OGA (Oregon Gerontological Association), Elders in Action, and SPIN (Senior Provider Information Network). There are numerous other associations, local businesses and organizations focusing on aging all over the United States, of which we are part, that are eager to share with one another.
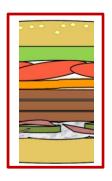
● Program Beginning

The first bite of the program can begin at a couple different places, but ultimately you will receive advising that includes an analysis of your skills, interests and past schooling. If you haven't already done so, we recommend that you take any prerequisite reading, writing and math classes as soon as possible. These basic skills classes will ensure your academic success and enhance your ability to gain the knowledge and skills you need in your career. And, focusing on gerontology, you will take the class GRN 181 Exploring the Field of Aging.

Those first steps will help you shape and plan your upcoming classes, choose the Career Pathway Certificate(s) that you can pursue, and understand what it will take to get there. It's about you and what you want. At this time when you are beginning your path, you will find that you would probably like contact with fellow gerontology students, which can be found within our internal support structure of Peer Mentors, Job Skills Workshops, Ageless Network and the Newsletter. This collaborative support will follow you throughout the program.

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● Program Middle

In the middle of the program, you will find yourself focusing on your classes and internships that you already have in place or that you are in the process of developing. (If you haven't already begun any internships, you will want to try something at this point.) Advising will focus on making sure that you are on the right track as far as what you want and what you need to graduate. And, the career management class GRN 280B Gerontology Internship Seminar will help you focus your learning in relationship to your internships.

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● Program Ending

The final leg of the program is about pushing you out of the nest. (Can we mix hamburger and bird metaphors for the moment?) We've fed you and taught you and held your hand while you explored so that when you graduate, we want you to fly. The career management class GRN 282 Professional Seminar prepares you for the job hunt. It shows you how to take the knowledge you've gained and the skills you already possess and transfer them to potential jobs. And, advising now will focus on making sure that you have all your ducks in a row for graduation, on guiding you in transferring to another institution for a higher degree, or on finding the job that is right for you at this point in your career path.

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Internal and External Support

The meat of your program (the courses / degrees / certificates) is surrounded by a supportive toasty bun and condiments. Internal supports include: peer mentors, newsletters and Google site, job skills workshops, advising and the Mature Mind course. External supports include: the Ageless Network guest speakers and our local network of community businesses and associations.

● L e n g t h   o f   T i m e   t o   F i n i s h   P r o g r a m

Length of Program

The length of *your* program depends on your needs and preferences. An Associates of Applied Science in Gerontology generally takes two years (or 90 credits hours), but a Career Pathway Certificate as an Activity Assistant is only 24 credits and one in Advanced Behavioral & Cognitive Care is only 30. Any of the last two options can be completed in 2 terms at full time, especially if you have previous education / experience. The point is that the program is flexible -- This is your Gerontology Program Burger (no calories!) and you get to do it your way.

PCC Gerontology Program Supports
Creating a Garden of Ongoing Career and Professional Skills

SEEDS

Exploring the Field of Aging
- Self-Assessment
- Market Research
- Informational Interviews / Site Visits
- Educational and Career Goals / Plans

POTTING SOIL

GRN Internship Seminar
- Experiential Learning Styles
- Communication
- Problem Solving
- Conflict Management
- Organizational Management
- Stress Management
- Burnout Prevention
- And Other Skills Development

GRN Intentional Internships
- Workplace Learning
- Job Shadows
- GRN Skills Development

WATERING CAN

Professional Seminar
- Career Tools
- Professional Portfolio
- Master Resume / Job Resumes
- Mission Statement
- Job Strategies
- Business Cards / Brochures
- Websites

AGING MIND COURSE

ENTREPRENEURIAL ADVISING

COMMUNITY PARTNERS / NETWORKS

PEER MENTORS

JOB SKILLS WORK-SHOPS

AGELESS NETWORK

eNEWSLETTERS

PROFESSIONAL ASSOCIATIONS

PROFESSIONAL PORTFOLIOS

NETWORKS

LIFELONG LEARNING

COLLEGIAL RELATIONS . PROFESSIONAL SUPPORT

PROFESSIONAL / SOCIAL MEDIA

MENTORS / COACHES

CAREER PATHWAYS MODEL (Degree / Certificates)
Continuing Professional Education / Training / Certifications

CAREER MGMT TOOLS

ARL 2013

COURSES

Desired Outcomes for Students

1) To learn the theoretical (via reading materials) and the practical (via internships) information about Gerontology that prepares them for their future career choices.
2) To understand the connection between their *learning* and "course" & "degree /certificate" outcomes.

Details

✓ Courses last one term only.
✓ Courses cost tuition.
✓ Items cannot be directly imported / exported to the homeroom; ePortfolio or personal computer needs to be used as an intermediary.

GERONTOLOGY HOMEROOM

Desired Outcomes for Students

1) To access information and tools to help create their academic plan.
2) To understand how "degree / certificate" Capstone Presentations relate to "degree / certificate" outcomes. *(in development)*
3) To access information and tutorials about how to utilize the ePortfolio tools.
4) To create a virtual cohort environment.

Details

✓ Available to GRN students 24/7.
✓ Free service to GRN students.
✓ The homeroom has been built using the same software as is use for building courses.
✓ Items cannot be directly imported / exported to the homeroom; ePortfolio or personal computer needs to be used as an intermediary.

ePORTFOLIO

Desired Outcomes for Students

1) To be able to utilize the tools in D2L ePortfolio to prepare electronic Capstone Presentations for evaluation by instructors for:
   a) Each degree / certificate earned, and
   b) Career Management Course learning required of all Gerontology students.
2) To advance each student's career development utilizing current technologies.

Details

✓ Available to all PCC Students 24/7.
✓ Free service to all PCC students.
✓ Items can be imported or exported from courses, the homeroom, and personal computers.

How the ePortfolio and Homeroom Interrelate

1) Since the ePortfolios are private to each student and since courses last only one term, the homeroom is the perfect place to house ongoing instructions and tutorials about how the ePortfolios work.
2) The Homeroom has been set up so that students can save and/or officially submit items from their ePortfolio to the homeroom. This can help with advising meetings and building final presentations before graduation.
3) The Homeroom creates a place that students can submit and instructors can evaluate Degree/Certificate Capstone Presentations.
4) It allows for amalgamated student data so that the Gerontology Program can be assessed as a whole.

LEARNING OUTCOMES
Are transparent, accessible, and assessable.

How Courses and the ePortfolio Interrelate

1) Students can import graded assignments from their courses into their ePortfolio storage (if it has been setup up by their instructor).
2) [More Advanced] Students can create presentations and reflections in ePortfolio and submit them as assignments in a course (again, if it has been setup by the course instructor).

How the Homeroom and the Courses Interrelate

1) The homeroom maintains course planners and checklists for each degree and certificate in the Gerontology Program, which includes information on required and elective courses.
2) The homeroom also creates a united place for Gerontology students to meet and stay in contact, through the ongoing homeroom discussion boards.

NOTE: There is no way to directly import/export from the Courses to the Homeroom, or visa versa.

Items Imported from Classes: Assignments, Grades

Scanned Images: Physical Papers, like letters of recommendation

Existing Files from Home Computer: Reports, Images, etc

Web Resources: like links to other websites

Items That Go into Your ePortfolio

ARTIFACT / ITEM STORAGE
The Cloud: 24 / 7

ePortfolio: Student Private Space

TOOLS to . . .

CREATE

MANAGE

REFLECTIONS and PRESENTATIONS

TAGGING and SHARING

What Comes Out

Advising Materials

Internship Coalesce & Report

Class Assignments (maybe)

Career Portfolio

Degree / Certificate Final Project (Future Requirement)

The Big WHY: Why are we doing ePortfolios?

✓ Transparency: PCC Accreditation, Proof of Learning (Student "grades" become one of many in statistical analysis)

✓ Gives more tools / control to students -- Hand-in-Hand with the Homeroom

✓ Increases peer-to-peer learning / sharing

✓ Career development tools

✓ Push students into the 21st Century – relevant skills

The last 4 reasons are student centered. Students will see the value clearer as they improve their skills at using the tools

Layout TECHNICAL BITS Content Layout TECHNICAL BITS Content Layout TECHNICAL BITS Content

ePortfolio Class 2 – Artifacts / Items

ARTIFACT COMPONENTS OF A PRESENTATION

1	**TEXT** (html)	**2**	**LINKS to FILES and WEB SITES** (doc, xls, pdf, wav, etc)	**3**	**IMAGES** (jpg, tif, gif)

WHAT ARTIFACTS IN A PRESENTATION LOOKS LIKE

STORED ARTIFACTS

ARTIFACTS meant for the **WEB**	
	Reflections
	HTML File (see how similar it is to the "link" icon)

ARTIFACTS meant for PAPER	
	PDF
	Word Processing Files: DOC, DOCX, TXT, RFT
	Spreadsheet Files: XLS, XLSX
	Default Icon. At this point includes: PST, WPD . . .

ARTIFACTS meant for **WEB** or **PAPER**	
	Image Files: JPG, TIF, GIF, PNG, etc

THEREFORE

- ✓ If you have "text" in a Word document that you want to *show* in your Presentation, then you need to convert it into a Reflection or HTML File. **(1st Column in BLUE)**

- ✓ If you have an "image" in, for example, a PDF that you want to *show*, then you need to convert it into a jpg or some other image type that will show. **(3rd Column in Red)**

- ✓ Otherwise, the DOCs, PDFs, and XLS artifacts that you add to your presentation will show up as *links*. **(2nd Column in YELLOW)**

ePortfolio Class 3 – Reflections (and HTML Files)

WHAT A PRESENTATION LOOKS LIKE

gerontology program burger page 1 750x579

The Very Healthy Gerontology Program Burger

Annette Student: Academic Goal Setting and Planning Sheet, Sep 2012

reVisioning My Career

My Goals and Plans
Last modified on Thursday, September 6, 2012 2:00 AM PDT

I originally came into this class and the Gerontology Program needing to find a new career, wanting to find a field that wouldn't disappear on me, again. I came here with existing skills, the desire for knowledge about Gerontology, and some really, really vague ideas about what I actually wanted to *do*. It's been a rather long, but enjoyable, process getting from there to where I am now.

I've decided that I want to open my own business as a career coach. I've even gone so far as to register my business name with the State of Oregon, rented a PO Box and made a logo! **reVision Careers** – pretty cool name, eh?

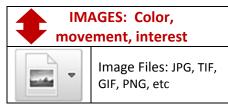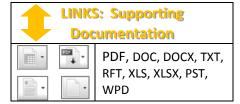## COMPONENTS OF A PRESENTATION

	IMAGES: Color, movement, interest
	Image Files: JPG, TIF, GIF, PNG, etc

	TEXT: The Glue, Purpose, Substance
	Reflections
	HTML File (see how similar it is to the "link" icon)

	PRESENTATION: The Shell
	Presentations

	LINKS: Supporting Documentation
	PDF, DOC, DOCX, TXT, RFT, XLS, XLSX, PST, WPD

The TEXT gives your Presentation CONTEXT and PURPOSE

Unless you are creating a Reflection for a class assignment with controlled requirements, Reflections can be really open and creative. It's always a good idea to think about the Three C's:

- CONTEXT – Assume that your audience doesn't know what the Presentation is for, so you need to create an introduction so that your reader gets into the right head space.

- CONNECTIONS – Draw connections. It's not enough to say "one and one"; you'll want to add "equals two." Don't assume that your reader understands the point you are trying to make.

- CONTEMPLATION – Reflection, especially in terms of academic studies, is an essential part of the learning process.

ePortfolio Class 4 – Presentations

WHAT STYLE AM I?

MAKING A PRESENTATION IS LIKE A CROSS BETWEEN MAKING:

A BULLETIN BOARD DISPLAY. . .

1) You pick a background
   (ePortfolio has several choices);
2) Make items first, then attach them to the board;
3) Use the banner across the top for a title

AND A BOOK . . .

4) You can have many pages, and
5) List each page in the Table of Contents
   (also known as the Navigation Bar)

PRESENTATION STEPS

1 Know the Subject Matter /
Purpose / Audience of Your
Presentation

A) An assignment?
B) Professional portfolio?
C) A final Presentation?

2 Think About / Know What
Artifacts to Use for Your
Presentation

A) Reflections / HTML Files
B) Images
C) Links

3 Make Sure All Needed Artifacts
Are in Your ePortfolio Storage

A) Upload from your computer
B) Create from scratch using
   ePorftolio tools
C) Change into images and
   html files that can be used in
   Presentations

4 Build / Create Your
Presentation

1) Choose layout
2) Insert artifacts
3) Rearrange
4) View
5) Edit
6) Repeat as needed

5 Review / Share

Get feedback and/or give
Presentation

Managing Your Career in Aging Guidebook– Draft Outline

Introduction

1) **"Guidebook" Overview:**
   a) Program
   b) Career Management Courses
   c) Homeroom
   d) ePortfolios
   e) How they all fit together

2) **Aging Field Overview**
   a) Emerging
   b) Professionalizing
   c) New aging opportunities
   d) Make it your (encore) career
   e) Make it your business

3) **PCC Gerontology Program Overview**
   a) Career management process overview
   b) Degree/Career Pathways Certificates
   c) The Homeroom
   d) Encore Learner supports
   e) ePortfolios
      i) Assessing your learning and

   ii) Launching your career

4) **Section Parts**
   a) Narrative
   b) Flowchart/graphic of the process
   c) Highlights of exercises/forms, including:
      i) Basic form - blank (for some)
      ii) Completed example with "annotations" (for some)
      iii) Form location and complete directions
         (1) Within the course
         (2) A "mirror" within the Homeroom
   d) "Bottom line" statement
      i) Where student should be within the process
      ii) Where this will take the student

Courses

1) **GRN181 – Exploring the Field of Aging**
   a) Self-assessment
   b) Role analysis
   c) Ideal job
   d) Prioritizing
   e) Market research
   f) Transferable skills
   g) Informational Interviews
   h) Goals/plans
   i) *Program Entry Questionnaire*

2) **GRN280a – Internships**
   a) Planning/Searching/Choosing
   b) The process
   c) Reporting and Reflecting
   d) Assessing

3) **GRN280b – Internship Seminar**
   a) Internship/Job Search/Plans

   b) Internship/Job skills
   c) Internship/Jobs vision

4) **GRN282 – Professional Seminar**
   a) Re-assessment
   b) Revisiting market research
   c) Goals/plans
   d) Network & social media strategy
   e) Mission/vision statement
   f) Master resume
   g) Transferable skills
   h) Master/Job specific portfolios
   i) Job specific resume / Business brochure
   j) Interviewing tools
   k) Job/Career tools
   l) Long-term career strategy
   m) Learning assessment
   n) *Program Exit Questionnaire*

Other Program Information

1) **Homeroom**

2) **ePortfolios**
   a) The concept
   b) The process
   c) Link to Homeroom and Courses
   d) Presentations
   e) Uses

   i) In School
   ii) After School

3) **Resources & Tutorials**
   a) Useful Websites
   b) Books
   c) Articles
   d) Fillable PDFs/Digital Signatures

Appendix 3: Capstone Project Rubrics in D2L

The following rubrics developed for capstone projects in three courses were presented and results analyzed in the Annual LOA Report 2013.

- SOC223 Sociology of Aging (Instructor: Jan Abushakrah)
  + Life Stories Project Rubric

- SOC230 Introduction to Gerontology (Instructor: Jan Abushakrah)
  + Analytical Summaries Rubric
  + Applied Research Project Rubric

- SOC231 Sociology of Health and Aging (Instructor: Ann McQueen)
  + Public Health Project Rubric

SOC223-Life Stories Project Rubric - Abushakrah

Learning Outcomes	Level 5 80 points	Level 4 65 points	Level 3 45 points	Level 2 25 points	Level 1 0 points
Learning Outcome 1: Diversity & Inequalities	Illustrates & draws from sociological **theories** & multi-disciplinary **perspectives** on **diverse patterns & inequalities** in individual & population aging & their consequences for individuals, families, communities & societies.	Draws on **some** sociological theories or multidisciplinary perspectives to address some **diverse patterns & inequalities** and their consequences.	Includes **some** discussion of **diverse patterns & inequalities** of the life stories subjects, but **does not** use adequate theories or perspectives to **explain those patterns & inequalities & their consequences** in a broader social context.	Makes **some reference to diverse patterns & inequalities**, but only in passing with **no reliance on sociological theories & multi-disciplinary perspectives**, and/or **not including all of the LSP subjects.**	Does not address diverse patterns & inequalities.
Learning Outcome 2: Social Structural & Cultural Factors	Demonstrates how the **life course** is influenced by **social structural & cultural factors**, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation & religious or spiritual community.	Demonstrates how the **life courses** of the LSP subjects were influenced by **some social structural & cultural factors**.	Refers to **some social structural & cultural factors**, but **inadequately demonstrates how** the life courses of the LSP subjects was **influenced** by those factors.	Refers to **some social structural & cultural factors** with **no explanation of** how they **influenced** the life courses of the LSP subjects, and/or **not including all of the LSP subjects.**	Does not address social structural & cultural factors.

SOC223-Life Stories Project Rubric - Abushakrah

Learning Outcomes	Level 5 80 points	Level 4 65 points	Level 3 45 points	Level 2 25 points	Level 1 0 points
Learning Outcome 3: Social Institutional Practice & Policies	Discusses how **social institutional practice or policies** influenced the aging process & life course of the life stories subjects and in what ways.	Discusses how **some social institutional practices or policies** influenced the aging process & life course of the life stories subjects and addresses **in a limited way how that influence was experienced**.	Refers to some **social institutional practices or policies**, but **inadequately explains how** the aging process and life course of the LSP subjects was **influenced** by those practices or policies.	Makes **some reference to social institutional practices or policies**, but with **no discussion on how they influenced the aging process & life course** of the LSP subjects, and/or **not including all of the LSP subjects.**	Does not address social institutional practice or policies.
Criteria 4-5	Level 2 25 points	Level 1 0 points	Level 3 0 points	Level 4 0 points	Level 5 0 points
Quality of Writing	Project follows the guidelines and displays excellent grammar, spelling & formatting.	Project does not follow guidelines & displays many grammatical, spelling & formatting problems.	N/A	N/A	N/A
Self-Evaluation	Includes Self-Evaluation of the three Learning Outcomes of the Life Stories Project	Does not include self-evaluation.	N/A	N/A	N/A
Overall Score	Level 5 245 or more	Level 4 185 or more	Level 3 125 or more	Level 2 75 or more	Level 1 0 or more

SOC230 Introduction to Gerontology Analytical Summaries Rubric Abushakrah

ARP-AS-Levels 1-2	Level 2 10 points	Level 5 0 points	Level 4 0 points	Level 3 0 points	Level 6 0 points	Level 1 0 points
Criterion 1 Citation	Citations are complete and use APA format.	(0) N/A	(0) N/A	(0) N/A	(0) N/A	No or inadequate citations.
ARP-AS-Level 1-3 Criteria	**Level 3 20 points**	**Level 2 10 points**	**Level 6 0 points**	**Level 5 0 points**	**Level 1 0 points**	**Level 4 0 points**
Criterion 2 Research Quality	Resources are research-based articles or reports on the issue the ARP addresses or on a program that addresses the issue, eeting highest research standards, preferably peer-reviewed.	Resources refer to research or are secondary assessments of research or programs related to the ARP issue; or one resource is inadequate or missing.	(0) N/A	(0) N/A	Resources are not research or evidence-based or there are no resources.	(0) N/A
Criterion 3 Contribution	Provides clear statements of the contributions of the resources to the ARP.	Resources have some relationship to the ARP issue, but the specific contributions of the resources to the ARP are not clearly stated.	(0) N/A	(0) N/A	No statement of connection or contribution of the resources to the ARP.	(0) N/A

SOC230 Introduction to Gerontology Analytical Summaries Rubric Abushakrah

ARP-AS-Levels 1-6	Level 6 50 points	Level 5 40 points	Level 4 30 points	Level 3 20 points	Level 2 10 points	Level 1 0 points
Criterion 4 Summary & Argument	Provides excellent summaries of the resources, according to the guidelines and includes clear statements of the main arguments or conclusions of the resources.	Provides relatively adequate summaries of the resources and statements of the main arguments or conclusions of the resources	Provides relatively adequate summaries of the resources, but inadequate statements of the main arguments or conclusions of one or both resources.	Provides inadequate summaries, and no clear statements of the resource arguments or conclusions.	Describes what the resources are about without clear summaries and with no statements of the resource arguments or conclusions.	No summaries or statements of the resource arguments or conclusions.
Overall Score	**Level 6 90 or more**	**Level 5 80 or more**	**Level 4 70 or more**	**Level 3 60 or more**	**Level 2 40 or more**	**Level 1 0 or more**

SOC230 Applied Research Project Proposal – Rubric

Criteria	Level 6 60 points	Level 5 50 points	Level 4 40 points	Level 3 30 points	Level 2 20 points	Level 1 0 points
Criterion 1 - Proposal Link to Research	Provides clear statement of the proposal, explicitly linking it to research and evidence-based programs or policies.	Provides clear statement of proposal, with some links to research and evidence-based programs or policies.	States a clear proposal with some link to research on similar programs or policies.	States a clear proposal, but no link to research or evidence-based programs or policies.	Provides a vague proposal, but no link to research or evidence-based programs or policies.	No statement of the proposal and its link to research or evidence-based programs and policies.
Levels 1-4 Criteria	**Level 4 40 points**	**Level 3 30 points**	**Level 2 20 points**	**Level 1 0 points**	**Level 5 0 points**	**Level 6 0 points**
Criterion 2 – Needs & Assets Assessment	Provides a thorough statement of the needs addressed by the proposed plan, as well as the assets and existing programs or policies on which the proposal is built.	Provides an adequate statement of the needs addressed by the proposed plan, as well as most assets and existing programs or policies on which the proposal is based.	Indicates needs for the proposed plan and some existing assets in programs or policies, but not comprehensive and missing awareness of some existing programs or policies on which the proposal could have been built.	No needs and assets assessment and no acknowledge-ment of existing programs or policies.	(0) N/A	(0) N/A
Criterion 3 – Steps & Components of Plan Implement-ation	Provides a detailed program/policy implementation plan, including critical components and steps for implementation, for a specific population.	Provides an adequate overview of program/policy components and steps with only vague reference to the specific population.	Provides only a cursory statement of the planned program or policy, without details of the program/policy components and steps for implementation.	No needs and assets assessment and no acknowledge-ment of existing programs or policies.	(0) N/A	(0) N/A

SOC230 Applied Research Project Proposal – Rubric

Criterion 4 - Usefulness & Benefits of Plan to Specific Populations	Clearly states specific usefulness and benefits of the plan to specific populations, with specific documentation.	States usefulness and benefits of the plan in general terms, but not to specific populations, with cursory evidence.	Provides a cursory or vague statement of possible usefulness or benefit of the plan with no documentation and no reference to potential beneficiaries.	No Statement of the usefulness or benefits of the proposal.	(0) N/A	(0) N/A
Levels 1-2	**Level 2** **20 points**	**Level 1** **0 points**	**Level 3** **0 points**	**Level 4** **0 points**	**Level 5** **0 points**	**Level 6** **0 points**
Criterion 5 – Self-Evaluation	Self-Evaluation according to Criteria 1-4.	No Self-Evaluation or no mention of Criteria 1-4.	(0) N/A	(0) N/A	(0) N/A	(0) N/A
Overall Score	**Level 6** **180 or more**	**Level 5** **160 or more**	**Level 4** **140 or more**	**Level 3** **120 or more**	**Level 2** **100 or more**	**Level 1** **0 or more**

SOC231 Public Health Essay Rubric

Part 1	Level 7 10 points	Level 6 7.5 points	Level 5 5 points	Level 4 2.5 points	Level 3 0 points	Level 2 0 points	Level 1 0 points
Part 1: Current Health Factors	You described **ALL** of the following current health factors: – Current age – Family health history (mental and physical) – Access to healthcare – Physical and mental health habits	You described **MOST** of the following current health factors: –Current age –Family health history (mental and physical) –Access to healthcare –Physical and mental health habits	You described **SOME** of the following current health factors: – Current age – Family health history (mental and physical) – Access to healthcare – Physical and mental health habits	You described **ONE** of the following current health factors: – Current age – Family health history (mental and physical) – Access to healthcare – Physical and mental health habits	Not Applicable	NA	You described **NONE** of the following current health factors: – Current age – Family health history (mental and physical) – Access to healthcare – Physical and mental health habits

SOC231 Public Health Essay Rubric

Parts 2 and 3	Level 7 20 points	Level 6 15 points	Level 5 10 points	Level 4 7.5 points	Level 3 5 points	Level 2 2.5 points	Level 1 0 points
Part 2: How to expect your health and/or body to change as you age	You discussed the following **thoroughly**: − Primary aging changes you've read about in class readings, as well as changes you expect to see based on your current health − At least <u>**five**</u> references to material we've covered in class readings and/or online lectures	You discussed the following with **some detail:** − Primary aging changes you've read about in class readings, as well as changes you expect to see based on your current health − At least **five** references to material we've covered in class readings and/or online lectures	You discussed the following with **little detail,** or you omitted some of the following: − Primary aging changes you've read about in class readings, as well as changes you expect to see based on your current health − At least **five** references to material we've covered in class readings and/or online lectures	Not applicable	Your paper was missing one of the following: − Primary aging changes you've read about in class readings, as well as changes you expect to see based on your current health − At least **five** references to material we've covered in class readings and/or online lectures	Not applicable	Your paper did not include a discussion of either of the following: − Primary aging changes you've read about in class readings, as well as changes you expect to see based on your current health − At least **five** references to material we've covered in class readings and/or online lectures
Part 3: What you can do to improve your health now and as you age	Your paper included a **detailed** discussion of the following: −A **specific plan** for how to maintain or improve your health −A **thorough discussion** of whether or not your plan is realistic and why or why not	Your paper included a **basic** discussion of the following: − A **specific plan** for how to maintain or improve your health − A **thorough discussion** of whether or not your plan is realistic and why or why not	Your paper included a discussion of **only one** of the following: − A **specific plan** for how to maintain or improve your health − A **thorough discussion** of whether or not your plan is realistic and why or why not	Not applicable	Not applicable		Your paper did not include a discussion of either of the following, and: − A **specific plan** for how to maintain or improve your health − A **thorough discussion** of whether or not your plan is realistic and why or why not

SOC231 Public Health Essay Rubric

Part 4	Level 7 10 points	Level 6 7.5 points	Level 5 5 points	Level 4 2.5 points	Level 3 0 points	Level 2 0 points	Level 1 0 points
Part 4: Grammar and Spelling	Your paper included **ALL** of the following: – few or no spelling or grammatical errors – clearly and understandably written – written in narrative form (not using bulleted or numbered questions) – formatted properly and included your name	Your paper included **MOST** of the following: – few or no spelling or grammatical errors – clearly and understandably written – written in narrative form (not using bulleted or numbered questions) – formatted properly and included your name	Your paper included **SOME** of the following: – few or no spelling or grammatical errors – clearly and understandably written – written in narrative form (not using bulleted or numbered questions) – formatted properly and included your name	Not applicable	Not applicable	Not applicable	Not applicable
Overall Score	**A** **54 or more**	**B** **48 or more**	**C** **42 or more**	**D** **36 or more**	**F** **0 or more**		
	Excellent paper! Full of detail, thorough, and interesting to read!	Well-done paper! A few improvements could be made, but overall, a strong effort.	A satisfactory paper. Although this paper had some well-done elements, others needed improvement.	This paper lacked many of the elements required in the assignment details.	This paper lacked almost all of the elements described in the assignment details.		

Proposed Framework for Organizing AGHE Competencies

Jan Abushakrah   April 2013

As one approach to ensure that Fields/Subject Areas and Competencies are comprehensive, and to see how Gerontology Program and Course Learning Objectives/Outcomes would align with AGHE Competencies, I'm proposing a framework for a cross-walked matrix aligning four components:

1)   FIELDS [AGHE Accreditation Responsibility]
Comprehensive Fields of Practice and Subject Areas in Gerontology

2)   COMPETENCIES [AGHE Accreditation Responsibility]
What Gerontologists *do* – the skills and knowledge they use in working within each Field. For each Competency, there would be levels of knowledge and skills, which we would describe using Bloom's Taxonomy. Each level could also have stages or degrees of competence, like the proposed: exposure, emergence, and demonstrated competence. The Competencies I suggest represent basic academic and applied competency areas, modified to fit Gerontology.

3)   LEARNING OBJECTIVES/OUTCOMES [Program Responsibility]
Gerontology Programs would develop Learning Objectives/Outcomes appropriate for their Core Courses (based on AGHE Guidelines) and Clusters of Courses (Programs: Certificates, Minors, Associate, Bachelor, Master and PhD Degrees). The Course Learning Objectives would align with the Program's Cluster Learning Objectives, and those Learning Objectives would align with the Competencies exercised within the Fields, while reflecting the particular emphasis of the Program (e.g., geriatric, healthcare, aging services).

4)   ACTIVITIES [Program Responsibility]
Activities are the Program and Course requirements: assignments, capstone projects, internships, exams, and so on, through which students demonstrate they have met Program and Course learning outcomes. Student levels of competence in activities should be assessed with rubrics, aligned with the Program/Course Learning Objectives, and AGHE Competencies and Fields.

FIELDS	COMPETENCIES	LEARNING OBJECTIVES	ACTIVITIES
What it's all about: Fields of Practice and Subject Areas	What Gerontologists *do* within each Field	What students *learn* in Gerontology Programs and Courses	What students *do* in programs and courses to demonstrate they have met Program & Course Learning Objectives/Outcomes, assessed through rubrics

Proposed Framework for Organizing AGHE Competencies

Jan Abushakrah   April 2013

FIELDS
Comprehensive **Fields of Practice and Subject Areas** in Gerontology

COMPETENCIES
What Gerontologists *do* within each Field. For each Competency, there would be levels of **knowledge and skills**, which we would describe using Bloom's Taxonomy. Each level could also have **stages or degrees of competence**, like: exposure, emergence, and demonstrated competence. The Competencies I suggest represent **basic academic and applied competencies, adapted to Gerontology**.

Levels of Competence	1 (exposure)	2 (emergence)	3 (demonstrated)
BASIC ACADEMIC COMPETENCIES			
APPLIED COMPETENCIES			

LEARNING OBJECTIVES
Gerontology Programs would develop **Learning Objectives** for their **Core Courses** (based on AGHE Guidelines) and **Clusters of Courses** (Programs: Certificates, Minors, Associate, Bachelor, Master and PhD Degrees). The Course Learning Objectives would align with the Cluster Learning Objectives, and all Learning Objectives would align with the Competencies exercised within the Fields.

		Cluster of Courses:		
		Learning Objective 1	Learning Objective 2	Learning Objective 3
Courses	Learning Objective A			
	Learning Objective B			
	Larning Objective C			

ACTIVITIES
Activities are the **program and course requirements**: assignments, exams, capstone projects, internships, and so on. Student Performance level on activities should be assessed with rubrics aligned with the Program/Course Learning Objectives.

Proposed Framework for Organizing AGHE Competencies

Jan Abushakrah   April 2013

FIELDS

LIFE COURSE
Bio-Psycho-Social Development, transitions, trajectories (in positive and negative directions, progress and decline), Life Span Stages/Phases – from birth through end of life

HEALTH & WELL-BEING
Bio-psycho-social health, brain health & cognitive fitness, mental health, healthy behaviors & practices (nutrition, exercise, etc.), diseases and life-style challenges, acute and chronic conditions, therapies & rehabilitation, activities & life enrichment

HEALTHCARE
Geriatric medicine and practice, hospice & palliative care, hospital & community-based care, mental health & psychiatric care, Medicare, Medicaid

CARE
Care providers, family caregivers, care recipients, care relationships, quality of care, long term care continuum, culture change, abuse & protection

LIVING ARRANGEMENTS & ENVIRONMENT
Communities, livability & accessibility, housing, aging/evolving in place, community-based services & resources, access to nature, indoor & outdoor environments

POPULATION/DEMOGRAPHICS
Global, international, national, state, local, population groups and dynamics

SOCIAL INTERACTIONS/RELATIONSHIPS
Relationships & supports, families, friendships, intimacy, intergenerational relations & programs, social services, relationships within each domain, civic engagement, volunteering and service

ECONOMICS OF AGING
Work, encore careers, Social Security and other entitlements, social welfare, business & aging, entrepreneurship, retirement financing, money-management, conservatorship, estates & estate planning

EDUCATION/LIFELONG LEARNING
Gerontology & geriatric education at all levels, lifelong education programs/institutes, the aging mind/brain, older learner programs/supports

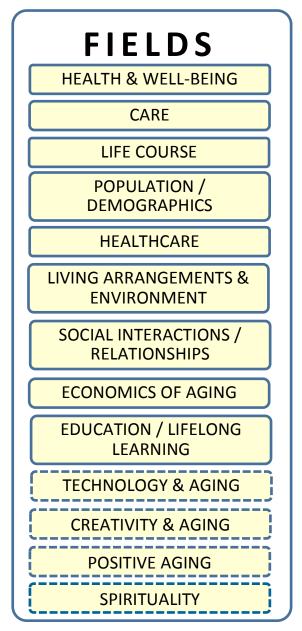[Other possible Fields…. These could be separate fields or part of other fields…]

CREATIVITY & AGING

POSITIVE AGING

SPIRITUALITY

TECHNOLOGY & AGING (e.g., Adaptive technologies, behavioral & medical monitoring, etc. – could be under HEALTH, HEALTHCARE, and EDUCATION/LIFELONG LEARNING)

Proposed Framework for Organizing AGHE Competencies

Jan Abushakrah

FIELDS

- HEALTH & WELL-BEING
- CARE
- LIFE COURSE
- POPULATION / DEMOGRAPHICS
- HEALTHCARE
- LIVING ARRANGEMENTS & ENVIRONMENT
- SOCIAL INTERACTIONS / RELATIONSHIPS
- ECONOMICS OF AGING
- EDUCATION / LIFELONG LEARNING
- TECHNOLOGY & AGING
- CREATIVITY & AGING
- POSITIVE AGING
- SPIRITUALITY

COMPETENCIES

- AGE THEORIES
- AGING RESEARCH
- DIVERSITY AND INEQUALITIES
- REFLECTION
- COMMUNICATION
- CRITICAL THINKING AND PROBLEM SOLVING
- GERONTOLOGICAL PRACTICES / PROGRAMS / POLICIES
- VALUES / ETHICS / PROFESSIONAL STANDARDS

Example of a Competency, with Levels and Degrees of Competence

AGE THEORIES	Exposure	Emergence	Demonstration of Competence
Level 1: Define and describe bio-psycho-social concepts and theories of aging			
Level 2: Interpret and analyze bio-psycho-social concepts and theories of aging			
Level 3: Apply theories and concepts or identify the application of theories and concepts in Gerontological practice, programs, and policies			
Level 4: Use theories to assess and evaluate practices, programs, and policies			
Level 5: Contribute to concept and theory development			

Note: Both the levels and degrees could be further elaborated.