

GERONTOLOGY INTERNSHIP LEARNING CONTRACT--Instructions

Purpose and Process:

The internship learning contract is a formal written statement of the expected educational outcomes of an internship. It is intended both as a guide to planning internship experiences and as a check on progress as the internship proceeds.

1. After approval from the faculty internship supervisor, the student meets with a potential supervisor to discuss possible duties, goals, and methods for accomplishing the goals.
2. The student prepares a first draft of the goals he or she wishes to achieve, methods of achieving the goals, and the way the learning outcomes will be evaluated.
3. The student shall review the draft of the contract first with the faculty supervisor, second with the field supervisor, and then make any necessary changes.
4. Field supervisor, faculty supervisor, and the student sign and date the contract. The student shall provide a copy of the signed contract to both supervisors.

Guidelines for Writing the Learning Contract:

The learning contract is typewritten. Use the Learning Contract template posted on the Internship website. The contract includes:

1. Educational Goal or Outcome:

Describe what you intend to learn from the internship. What do you want to find out or be able to do as a result of the experience? Is your primary aim to gain, expand, apply, or test out a particular body of knowledge? Or is it to acquire or improve upon skills such as counseling, training, interviewing, advocacy, public speaking, or administration? Be specific. Write one sentence for each objective and start each sentence with the words "To learn..." or "To apply..." or "To practice. . ." etc.

2. Methods:

Specify the activities you expect to undertake to achieve each goal. Will you observe and assist particular staff or undergo training? Will you ask your supervisors to recommend relevant readings or attend related workshops or conferences? Will you systematically collect data for a profile or survey? Will you observe or participate in staff, board, or community meetings? Will you ask certain individuals to observe you at work, and give you feedback and suggestions?

3. Evaluation:

Note that you will keep a daily journal and write a final analytical paper.

The daily journal should be word processed and shall include:

1. Date, Time In & Time Out; Hours that Day; Total Hours
2. Description of **activities** for the day, expressed in terms of your goals;
3. A **reflection** on what you learned, expressed in terms of the Gerontological knowledge, skills, methods, etc. you are addressing through the internship. This is the most important part of your journal.

Submit your journals by email to the faculty supervisor after you've been at the site two times and then every two weeks in the D2L Dropbox throughout the internship.

Regular Contact with Faculty Supervisor:

You are required to participate in an online discussion with the faculty supervisor and other interns twice during the semester. If you do not post in these discussions, you may receive an incomplete or a failing grade for the internship.

*****You will not be allowed to register or begin the internship until there is a learning contract signed by the field supervisor and the faculty supervisor and submitted to the faculty supervisor.***

Faculty Internship Supervisor:

Leah Rogne, Ph.D.

Associate Professor

Department of Sociology and Corrections

113 Armstrong Hall

Minnesota State University, Mankato 56001

Phone: 507-389-5610

Fax: 507-389-5615

Email: leah.rogne@mnsu.edu

4/9/09