

AGE-FRIENDLY SUMMER INTERNSHIP TOOLKIT



Introduction

The good news is that we are living longer than we used to. Many of us will live to enjoy active and meaningful lives into our 70s, 80s, and beyond. Older adults will make up a larger percentage of our total population, so everything from health care and housing to consumer goods and business/personal services will evolve to cater to them.

The bad news, though, is that at some point, many of us will need assistance as physical disabilities, chronic illness, frailty or dementia take hold. How to better provide social, recreational, and health supports for older adults – many of whom are isolated and underserved – is a key issue that our Age-Friendly Teaneck initiative focuses on at the local level.

That was the impetus for us to introduce our first Exploring Careers in Aging Internship in 2018. Aimed at high school juniors and seniors, the internship had two goals: to introduce interns to career opportunities they may not have been aware of; and to dispel myths and misconceptions they may have had about aging. We offered the paid internship to four students for a four-week period. Although the program had to be suspended in 2020 and 2021 because of the COVID-19 pandemic, it has been successful and widely lauded, and we have just completed our fourth year.

We believe the internship serves an important function and would like to see it expand beyond Teaneck's borders. We believe that other communities can replicate what we have done by tapping into each community's uniqueness and strengths.

We created this Toolkit to help you initiate an internship program of your own. It provides detailed guidance about the process, methods, timing, key elements of programming, and links to the many resources available to you.

We wish you much luck in starting your own internship program. Of course, we are here to answer any questions that may arise in the process.

Sincerely,



Elizabeth Davis

Founder & Executive Director

The Bright Side Family

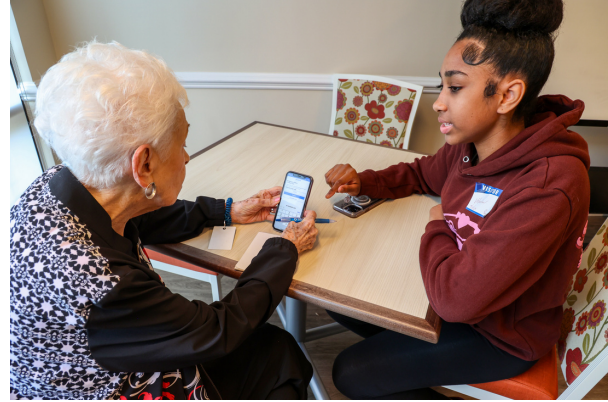
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Making the Case



Photos courtesy of Thomas E. Franklin



By 2030, about one-fifth of Bergen County's population will be 65 and older. The County's 65+ population is expected to exceed 100,000 by then. Currently, the county holds the distinction of being home to more centenarians than any other county in the state.

It is clear that our society will need a larger and a more well-trained senior care workforce to provide services for our aging population.

Healthcare Impacts

According to an Institute of Medicine report, "Retooling for an Aging America: Building the Health Care Workforce," unless immediate action is taken, "the health care workforce will lack the capacity (in both size and ability) to meet the needs of older patients in the future." By 2050, the number of Americans requiring long-term care is expected to be more than double from 13 million to 27 million. In one estimate, by 2030, 3.5 million additional health care professionals and direct-care workers will be needed.

What about physicians? In 2021, the physician recruiting and staffing firm Merritt Hawkins reported increasing physician shortfalls in the U.S. while

pointing out that almost 50 percent of all currently practicing physicians are older than 55. In some medical specialties, the "greater-than-55" physician numbers are between 60 to 90+ percent.

In January 2023, Becker's Hospital Review echoed those findings. In sum, reports estimate that **there will be a shortfall of between 54,000 and 139,000 U.S. physicians by 2033.** The shortage of primary care providers in the U.S. means 17,800 to 48,000 fewer doctors will be available than needed within the next decade.

There are roughly 7,300 board-certified geriatricians in the U.S. (fewer than one percent of U.S. physicians), a number steadily falling since 2000. **A conservative estimate of 30,000 geriatricians will be needed to care for the growing population of older adults by 2030.**

Diversity & Equity Impacts

As our population becomes increasingly diverse, it is important for healthcare providers to reflect that. But here, too, we have a long way to go. **Below is a breakdown of U.S. medical school enrollment.**

Race/Ethnicity	2019	2020	2021	2022
White	57.9%	56.9%	55.6%	54.2%
Black	8.5%	8.9%	9.6%	10%
Asian	26.2%	26.5%	27%	27.8%
Hispanic/Latino	10.7%	11.2%	11.7%	12.1%

SOURCE: Association of American Medical Colleges

Beyond Healthcare

It's not just the healthcare field – as broad as it is – that we must be concerned about. Many professions including law, architecture and design, housing, service organizations, technology, and retail establishments, must all become far more cognizant of the senior population's wants and needs. Older adults will comprise a growing portion of most businesses' clientele.

The Exploring Careers in Aging Internship combines a dynamic curriculum, real-world experience and one-on-one connections with older adults and professionals in the fields of social work, geriatric wellness, technology, home care, architecture and design, recreation, food service, elder law, and business management.

“Despite the complexities of working with older adults, geriatrics is recognized as a profoundly satisfying subspecialty among physicians. Many geriatricians cite the meaningful relationships they develop with patients and the stories they hear from inspirational older adults.”

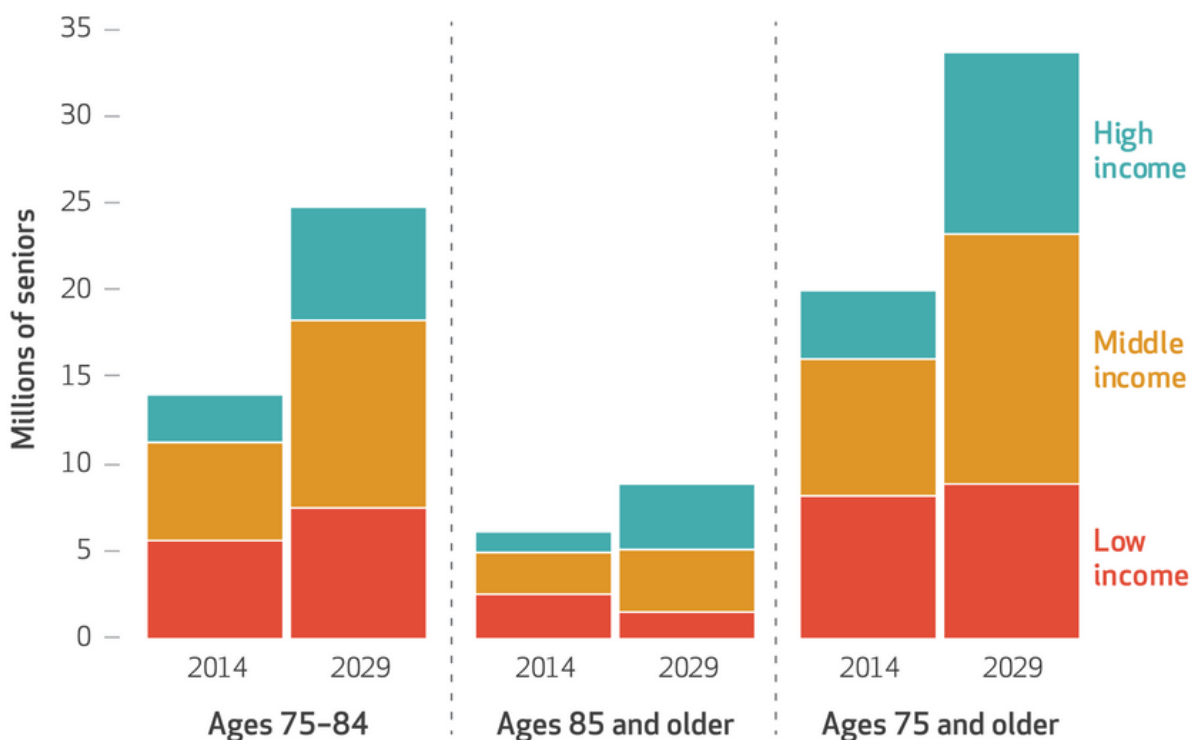
– **Jeffrey D. Shahidullah, Ph.D.,**
assistant professor of psychiatry at
the University of Texas at Austin Dell
Medical School, a psychologist and a
health services researcher.

Diversity & Equity Impacts (Cont.)

This is largely a women’s issue, too: The U.S. Dept. of Health and Human Services’ report on “A Profile of Older Americans, 2015” estimates that nearly half of women aged 75 or older live alone. Among the non-institutionalized older adults, more than twice as many women live alone as men.

A Health Affairs study on the "Forgotten Middle" projects that, **by 2029, about 14.4 million middle-income seniors - 59 percent of the middle-income senior bracket - will need long-term-care and not be able to afford it.**

Sizes of the senior population, by age and income in 2014 and 2029



SOURCE: *The Forgotten Middle*; Authors’ analysis of data from the Health and Retirement Study

What Comes First



◆ If it takes a village to raise a child, it certainly takes an engaged community to initiate and run a career exploration internship. That takes time. Your team will act as the sponsor, or leader, of the internship, but you will need buy-in from a variety of organizations, donor(s), service groups, relevant employers and, not least, your local school system, in order to make it successful. ◆

Timeline & Initial Steps

Although it can be done in less than six months' time, **nine months to a year** would give you more “breathing room” to establish a working group, hone your ideas, arrange for financing, contact professionals in a variety of fields, seek, interview, and select interns, and set your schedule for the internship.

OUTLINE YOUR GOALS

Set up a meeting, either in person or virtually, to outline your goals, your estimated timeline and how you intend to secure funding, professionals for ‘lunch and learn’ sessions and the interns themselves. This would be a good time to get a sense of what your stakeholders can offer and who their key point person working with the interns will be.

IDENTIFY POTENTIAL PARTNERSHIPS

Your own team members can reach out to people or organizations with whom they have working or social relationships to gauge their interest.

Building Community

Once you have identified and reached out to partners, **keep them apprised of your progress throughout the process.**

Let them know...

- When you have gotten funding;
- When you are starting the internship application process;
- Short bios of the professionals who will be participating in “lunch and learn” sessions.

Keep your local media, both print and online, apprised of your progress, too. Remember, every community is different. Each has its own unique character and strengths that will help shape your internship.

In Teaneck, for example, we work with...

- The Teaneck Board of Education - and Teaneck High School in particular - to make the community aware of the internship and to help us reach out to prospective interns.
- Holy Name Medical Center to host the interns for a tour of key elements of the hospital, as well as a demonstration of how their technologically-advanced Institute for Simulation Learning functions as a training and educational tool in the community.
- Fairleigh Dickinson University's School of Nursing and Allied Health located on its Teaneck campus.

- A number of long-term care developments, including assisted living and nursing home facilities, as well as home health care services.
- Local businesses servicing older adults, including pharmacist, elder law attorney, and architect.

Interns benefit by:

- Learning about geriatric health and wellness career opportunities beyond medicine/nursing.
- Learning through weekly informal meetings and Q&A sessions with a variety of senior care professionals.
- Becoming knowledgeable about the social services and resources available to older adults in Bergen County.
- Tearing down stereotypes, fears and misconceptions about the senior population and understanding that health is more than a medical issue.
- Understanding and communicating well with older adults as people; sharing stories together and common interests.

Finding Your Funding



Securing funding is, in many ways, the most challenging part of starting your internship. But there are key questions to ask yourself before, during, and after finding a sponsor for your program.

Anticipating the Application Process(es)

You may need to secure funding through several different sources, and many of them will want similar information about your organization.

At the very least, they will want you to:

- Outline the internship program's mission statement
- Explain why the program is important and what purpose it will serve
- Details about your organization and the key players who will be implementing the internship
- The goals you hope to achieve
- A general timeline for the program
- Other professionals or organizations who will participate in the program
- How you intend to evaluate the program's efficacy
- Whether or not you plan to hold the program again
- What the timing is, between submitting the application, getting notice of approval and receiving funding. The time frame will determine how far in advance your planning process must start.

KEY QUESTIONS BEFORE SEEKING FUNDING

How should you structure the internship?

Assuming you decide to pay a stipend to interns, what amount does your team consider fair and competitive in the summer job market?

How many interns do you envision for your program?

How many weeks should your program take? How many hours per day?

Who is your community's likely source of funding?

Corporate donors? Local businesses? the municipality or county?

What are these donors looking for? Understanding that will help you frame your application.

KEY QUESTIONS ONCE FUNDING IS SECURED

Do the donors wish to be a visible and active part of the internship or do they prefer to remain quietly in the background?

How do they wish to be acknowledged in any marketing and public relations efforts that you do to support the internship?

Do they wish to be included in the closing ceremony of the internship?

At the end of the internship, what do donors expect in terms of program and budget reporting?

How soon after the internship will those reports be due?

Is your team prepared to reflect on the internship and produce a report with qualitative and quantitative metrics to send to your funders?

Finding Your Interns



Working with Local Partners

First and foremost, it is critical to be able to work closely with the guidance departments of your local public, private, and parochial high schools. In reaching out to private and parochial high schools in Bergen County, Age-Friendly Teaneck specifies that applicants must be Teaneck residents.

Reach out to guidance counselors typically via email or direct phone calls. Include a link to the application on your website. Encourage guidance counselors to ask questions if they want a deeper understanding of the program.

Sample Text for Reaching Out to Guidance Counselors

Hello! [ORG NAME] is excited to announce the details of its four-week paid summer internship, and we hope you would consider being a partner in making it happen.

As a way to educate and encourage students to consider senior care as a career path, we will initiate a four-week Exploring Careers in Aging Internship for four (4) outstanding and motivated rising high school juniors or seniors, starting [DATE]. Each student will receive a [\$XX] stipend.

The internship will combine a dynamic curriculum, real-world experience and one-on-one connections with older professionals in the fields of geriatric-related social work, geriatric wellness, technology, home care, recreation, architecture and design, food service, long-term care,

Sample Text for Reaching Out to Guidance Counselors

elder law and business management. Interns will be supervised by a team of seasoned and knowledgeable professionals.

Deadline to apply for these positions is [DATE].

We hope that you will share this news with your students! If you or your students have any questions, please feel free to contact us at [CONTACT INFO]. There's more information and the application here: [WEBSITE LINK].

Ideally, a guidance counselor will have a sense of which students might be interested in the program. The counselor can also publicize the program by distributing flyers, talking to relevant after-school clubs and making announcements over the school's P.A. system.

Invaluable to the Teaneck program has been the enthusiastic and persistent efforts by our high school guidance and community outreach counselor to:

- Publicize the program often, during school hours
- Planning a general information session after school for The Bright Side Family to present the program details to interested students
- Guiding students through the application process (including reminding them about application deadlines)
- Offering applicants training sessions for their post-application interviews
- Following up with selected interns to make sure they have permission forms submitted on time.

At the same time that you are working with guidance counselors, **you also want to make the community aware of the internship.** You want to make parents aware of this opportunity for their children, too! Among the outlets for publicizing the program are press releases to local media, announcements on social media, contacts with PTA leaders, information sent to town officials, flyers at the local library (if allowed), and notices to the municipality's newsletter for distribution (which could be online).

Building Your Application

To engage high school students, a good rule of thumb is to keep the application process clear and simple. The Bright Side Family's age-friendly internship program application asks three basic, open-ended questions and requires a professional recommendation, as well as a statement about proof of COVID-19 vaccinations.

Depending on how many applications you receive, 15-minute interviews can be scheduled with students over a period of a day or two. Two or three team members from Age-Friendly Teaneck hold these interviews at Teaneck High School, but with its approval, your local library could serve equally well as a central place for

these interviews. For Teaneck teens who attend other schools or academies, we meet where it is convenient to them after school clubs.

Within a week or so of the interviews, team members choose four interns and two alternates (in case any of the interns drops out of the program). We email or text the interns and alternates. We also email or text other applicants, thanking them for their interest. At this point, we ask the interns to have their parents sign forms giving their approval for participation as well as their approval to use their photos for publicity. In addition, the interns and parents sign contracts regarding the conditions of the position, including attendance, dress code, and more.

"I learned something from each and every one of them because they had such diverse backgrounds. And I took a lesson from each and every one of them...In this internship, you gain a greater appreciation for the elders in your life and in the world."

- Alicia, 2018 Intern Alum

"I was familiar with all the jobs but I didn't know that there were specific people that worked with only older adults in their field, for example the architect and the attorney."

- Kaydence, 2022 Intern Alum

Planning, Programming, and Curriculum



Creating your internship calendar is a bit like putting together a big jigsaw puzzle. Just remember, you'll be working with lots of different schedules and preferences, so you'll need to be flexible. If things change, having a backup plan (plan B) for the time slots can really save the day.

Who are your prospective partners in this internship?

Much will depend on the resources in your community. Some examples include independent living developments, assisted living developments, nursing homes, home health care businesses, your town's senior center, hospitals, nursing schools, social service organizations, and more.

Four Key Elements of the Internship

- Visits to partners' locations for activities and meetings
- Weekly "Lunch & Learn" sessions with professionals in senior care-related fields.
- "Media Mondays" to view aging-related films and hold post-screening discussions
- Dedicated time for working on individual projects, which are presented at the end of the four-week term

Ideally, interns will spend at least one day a week with each of your partners and they will have assigned a key person to develop a plan for the interns' time there as well as guiding them through their days.

Interns can participate in a variety of activities in these facilities, such as:

- Setting up a specific time for technology help for older adults (e.g., smartphone, tablet, laptop, organizing/sending or opening photos)
- Participating in arts activities: singing, dancing, drawing
- Spending one-on-one time in conversations with older adults
- Planning a birthday or other event-based celebration
- Playing trivia games, bingo, etc.
- "Shadowing" staff to understand what different jobs entail, such as recreation coordinator, food service, maintenance, administration and, where appropriate, helping with specific tasks.

Helpful Tips

Keep interns engaged with useful and interesting activities. Do not assign them 'busywork,' such as filing or other clerical tasks.

Make sure partner facilities have a plan in place for time spent by interns. Have a coordinator on hand to guide them through the interns' visit.

Make sure plans are arranged for bringing interns from one venue to another if there are separate venues on a particular day (students may not have their licenses or access to their own transportation).

Coordinating "Lunch & Learns"

The Bright Side Family has been fortunate in finding professionals who are happy to spend up to an hour of their time with our interns, talking about how and why they do what they do, what the obstacles and challenges have been along the way, and what they see ahead in their respective professions in five or 10 years' time. Professions have included: geriatricians, social work, elder law, architecture and design, technology, nursing, pharmacy, hospice and palliative care, and more.

How do you find these professionals? It begins with your team: Who do you know in these professions? Who do you think you can approach? Who might those contacts recommend if they themselves cannot participate? Who might your partners recommend?

Of course it is preferable to hold "Lunch & Learn" sessions in person, but one of the very few good things that emerged following the pandemic was the **use of Zoom as a way to connect with people who live and work beyond a community's borders**. Without the constraint of having to find local professionals, then, your pool of prospects widens considerably. Some ways to find prospective speakers:

- Relevant professional organizations (you'll find several in the Resources section of this toolkit). Email, phone, or text the marketing or public relations people in these organizations. If there is someone on their Board of Directors who serves as a community outreach person, contact him or her as well.
- A general Google search for a particular type of professional by geographic region can yield helpful results. You can also search for relevant feature articles or medical papers and then find contact information for the articles' authors.
- Social media, such as Meta (Facebook), X (Twitter), Threads, and Instagram. Search for groups of relevant professions, not just for individuals. Look in your own newsfeed about people who have been awarded for excellence in their respective fields and contact them. Try sending them direct messages.

We have been successful in finding excellent speakers for "Lunch & Learn" sessions through a number of online sources, even though no one knew these professionals personally. You can do the same. Some people may not respond to you at all, but others might respond with enthusiasm.

Helpful Tips

When vetting professionals for “Lunch & Learn” sessions: look for outgoing personalities as well as professional expertise. Don’t work with someone who will simply lecture the interns. The point is to encourage interaction between the interns and the professional.

Make sure lunches are accounted for. We provide lunches for “Lunch & Learn” sessions and any event taking place in one of our a partner’s locations. If there are no set plans, remind interns to bring their own lunch.

Media Mondays

The Bright Side Family screens relevant films or YouTube videos once a week for the four-week program. A volunteer with a background in journalism and experience heading a local film festival presents the screening and leads the post-screening discussion.

The team member responsible for screening and discussing the films should be familiar with the films and should have several questions in mind to pose to the interns following the screening. Otherwise, the discussion can easily become a superficial conversation about whether the interns generally liked the film or not. Interns may also feel shy about expressing their opinions initially; having questions in mind helps to overcome this hurdle.

Good films that deal with aging issues are still fairly rare, for a variety of reasons having to do with ageism, marketability, and the demographics of filmmakers as well as filmgoers. Older characters in films are still largely portrayed as frail, foolish, in the throes of dementia or in need of constant supervision. But there are some we can recommend:

- **Lives Well Lived (2017)** A documentary that celebrates the wit and wisdom of people aged 75 to 100, who reveal their secrets and insights for living a meaningful life. Interviewees represent a variety of cultures, ethnicities and faiths, and offer valuable perspectives on historic events as well.

- **Still Dreaming (2014)** Senior entertainers living at the Lillian Booth Actors Home in Englewood return to the stage to present “A Midsummer Night’s Dream.” As the process unfolds in this documentary, the residents experience the pain and exhilaration of having a meaningful engagement.
- **Robot & Frank (2012)** A former jewel thief with dementia, Frank, receives a gift from his son, a robot programmed to take care of his every need. Initially reluctant to accept the robot, Frank soon finds that it may have its uses, as he introduces it to a life of crime.
- **Still Alice (2014)** This film, based on a true story, brings the issue of early-onset dementia to the forefront. It centers on how Alice Howland, a linguistics professor at Columbia, and her family deal with her diagnosis of familial Alzheimer’s disease at age 50. It is both heartfelt and powerful.

A number of other films also **deal honestly with the issues about dementia and serious illness**. They include:

- **Life Itself (2014)** This documentary is based on the memoir of the same name by the late film critic Roger Ebert. It is unsparing and moving in showing the challenges Ebert faced when he was ill and shows the importance of family as well as loving and attentive caregiving.
- **I’ll Be Me (2014)** When music icon Glen Campbell was diagnosed with Alzheimer’s disease, he joined forces with his family to fight the biggest battle of his life. Glen and his wife, Kim, made history by going public with the diagnosis. He was able to participate in a concert tour where, despite his cognitive decline, his memory and love and music remained.
- **Alive Inside (2014)** This documentary explores music’s capacity to reawaken our souls and uncover the deepest parts of our humanity. Filmmaker Michael Rossato-Bennett chronicles the astonishing experiences of individuals around the country who have been revitalized through the simple experience of listening to music.
- **Amour (2012)** George and Anne are an octogenarian couple. They are cultivated, retired music teachers. Their daughter, also a musician, lives in Britain with her family. One day, Anne has a stroke, and the couple’s bond of love is severely tested. French, with English subtitles.

- **Away from Her (2006)** Based on an Alice Munro short story, it features long married Fiona and Grant finding their mutual devotion tested by her struggle with Alzheimer's disease. Grant visits her a month after she moves into a nursing home and finds that she has grown close to Aubrey, a fellow resident. Grant finally seeks help from Aubrey's wife when Fiona suffers a crisis.

Films that are touching and/or inspirational:

- **The Farewell (2019)** Billi's family returns to China under the guise of a fake wedding to stealthily say goodbye to their beloved matriarch -- the only person who doesn't know she only has a few weeks to live. Should they tell her? Should they spare her that knowledge? Cultural differences lead to disagreements about what to do.
- **The Straight Story (1999)** Directed by David Lynch, the film is about Alvin, an elderly World War II veteran. When he hears that his estranged brother has suffered a stroke, Alvin makes up his mind to visit him and hopefully make amends before he dies. He hitches a trailer to a 30-year-old John Deere tractor, and travels largely by tractor through several states to reach his destination.
- **Dolores (1995)** A documentary about Dolores Huerta, an equal partner in co-founding the first farm workers unions with Cesar Chavez, her enormous contributions have gone largely unrecognized. Dolores tirelessly led the fight for racial and labor justice alongside Chavez, becoming one of the most defiant feminists of the twentieth century—and she continues the fight for social change to this day, at 93.
- **The Coming Back Out Ball (2018)** A documentary that follows a group of older LGBTQI+ people, who have been invited to attend a ball celebrating their gender and sexual identity. Faced with the complexities of aging and isolation, these extraordinary people seize each day with determination and humor.

Sample Film Discussion Questions: Lives Well Lived (2017)

- In what ways did the film either confirm or dispel any stereotypes you have about older people?
- What lessons did you take away from this film and do you think you will use the advice?
- Which film star's story did you identify with most and why?
- What were some of the stories shared by the film stars that demonstrated courage and what were the most memorable lessons that you came away with?
- If you could ask any of the film stars a single question about their immigration experience what would you ask?
- Can you think of some examples of older adult role models in your life who have inspired you? What did they do and what was their message?

Time for Individual Projects

The final piece of the puzzle that is your internship calendar is the time allotted for the interns to work on their projects on their own, with guidance from at least one team member. **We have required our interns to decide about their subject in week 2 of the 4-week internship.** Once we approve of their topic (it sometimes means narrowing a subject down to a manageable level), we provide individual resource links to help them in their research. In the next weeks the interns need sufficient time to work on their projects and, before the closing ceremony, rehearse presenting them.

“The longer we have lived, the more we have experienced. The more we have experienced, the more challenges we have faced. Older adults are longer-term climbers of all kinds of uphill terrain. You might even say we’re the Master Climbers.”

– Jeanette Leardi, Social Gerontologist

Sample Internship Calendar

		Careers in Aging Exploration Internship		
July - August 2023				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10	11	12	13	14
<p>9:30-12:30 - Orientation LUNCH PROVIDED</p> <p>2:00-4:00 - Holy Name hospital Tour & Dementia Simulation</p>	<p>9:00-11:30 Café Europa with Holocaust survivors at Temple Emeth BRING A LUNCH</p> <p>12:30 to 3:30 first visit to Bright Side, Elizabeth Davis to make introductions</p>	<p>*early time & all-day*</p> <p>9:00 drive >> Westwood</p> <p>9:30 Dr. Hoinkis, geriatrician PALS Staff intros</p> <p>12:00 Lunch w/ staff followed by activities with residents</p> <p>3pm return drive to Brookdale</p>	<p>9:30 -11:30 Movie <i>Lives Well Lived</i>, discussion led by Ellen Rand BRING A LUNCH</p> <p>12:30 Walk/drive to Bright Side Manor. Participate in activities with recreation staff</p>	<p>*all day*</p> <p>9:30-4 Five Star Premier Residences of Teaneck, assisted living</p> <p>10 -12 Digital Cafe Session with Residents LUNCH PROVIDED</p> <p>1 to 2:30 pm pool tournament with residents</p>
17	18	19	20	21
<p>*all day*</p> <p>9:30 drive >> Tenafly</p> <p>10:00-3:00 JCC on the Palisades Senior Center and Adult Medical Day Program LUNCH PROVIDED</p>	<p>*technology day*</p> <p>9:30-11:30 Equity in Aging - video and in-person discussion, with presentation on SFSW and Senior Checks</p> <p>Tech Exploration</p> <p>12:00 Direct Supply with Justin Smith LUNCH PROVIDED</p> <p>2-3 OdessaConnect</p>	<p>9:15 arrival for drive to Westwood</p> <p>10-12:30 Age-Friendly NJ Summer Meeting LUNCH PROVIDED</p> <p>12:30 drive >> Rockleigh</p> <p>1:00-3:30 Jewish Home Family Tour</p>	<p>9:30 -12 pm Caregiver Education Series, watch webinars, discussion led by Ellen Rand.</p> <p>BRING A LUNCH</p> <p>PROJECT Discussion, bring laptop, research materials</p> <p>1:30 to 3:30 visit Bright Side Manor</p>	<p>9:30 start at Brookdale</p> <p>Project Time</p> <p>12:00 Passaic County Architect, A. Thompson LUNCH PROVIDED</p> <p>1:30 to 3:30 visit to Bright Side Manor</p>
24	25	26	27	28
<p>9:30 for Media Monday</p> <p>Film <i>Still Alice</i> followed by Ellen-led discussion, info on Dementia Friendly initiative BRING A LUNCH</p> <p>1:30 to 3:30 pm visit Bright Side</p>	<p>10:00-12:45 Café Europa with Holocaust survivors at Congreg. Beth Shalom BRING A LUNCH</p> <p>2:00-4:00 J&J Pharmacy</p>	<p>9:30 start at Brookdale</p> <p>Meet with Michelle Ogden, Bergen Volunteers</p> <p>10:30 -11:30 discuss other social services BRING A LUNCH</p> <p>12:00-2:00 Ridgefield Park Senior Center</p> <p>BINGO Bash + Birthday Party</p> <p>Project Time, bring materials</p>	<p>9:30 start at Brookdale</p> <p>Project Time, bring materials</p> <p>12:30 Elder Law Attorney Andora & Romano LLC LUNCH PROVIDED</p> <p>2:00 Rodda Senior Center Tour & Chat</p>	<p>9:30 arrival JFCSNNJ</p> <p>Finish by 10:30-11</p> <p>Food Pantry Tour/interviews with JFCSNNJ staff</p> <p>Project Time</p> <p>BRING A LUNCH</p> <p>1:30 to 3:30</p> <p>Visit to Bright Side Manor</p>
31	1	2	3	4
<p>9:30 drive >> Hackensack</p> <p>10:00 BC Div. of Senior Services & activities at Hackensack Senior Center BRING A LUNCH</p> <p>2:00 to 3:30 Social Work Roundtable, with Dr. Lauren Snedeker, from Rutgers and Elizabeth and Alexandra</p>	<p>*Late arrival*</p> <p>Project Time</p> <p>5-9 pm tabling at Teaneck National Night Out</p>	<p>Arrive Brookdale 9:30</p> <p>2 interns rehearse projects</p> <p>12:00-1:30 Research Geriatrician Dr. Mora</p> <p>next 2 interns rehearse</p>	<p>9:30 Final visit to Bright Side Manor</p> <p>LUNCH PROVIDED</p> <p>1:00 Internship reflections, surveys and post-test</p>	<p>12 noon arrival for Final Project Run-through, School year presentation planning</p> <p>2:00 Final Presentation & Graduation Ceremony</p> <p>Light Refreshments Served</p>

The Internship in Action



Day one of the internship is a time for your team and your interns to get acquainted and hopefully establish initial bonds with one another as well. It's also a good time to give the interns an overview of what the next several weeks will look like.

Day One Activities

- Team members give their own bios, how we got involved in aging issues.
- Interns share their background and experience with older adults. We have found that many are close to their grandparents, or have volunteered at a hospital. Some have had personal experience with relatives with dementia and other serious illnesses.
- Ask the interns to fill out the survey gauging their attitudes about aging. They will fill out this survey again at the end of the internship. You'll often note changes based on their experiences during the internship.
- Ask the interns to list careers in aging they are familiar with on a whiteboard. Add any they may not have thought of.
- Explain the requirement for individual projects and suggest a few ideas. Ultimately the choice of what to research and present is the interns' own.
- Share several short videos about myths and misconceptions about aging, with discussion in between each one.

The Internship in Action



Sample Student Internship Assignments

Bright Side Manor

- Assist Recreation Coordinator with group activities i.e. current events, brain fitness exercises, discussion groups, "throwback" discussions
- Assist Nursing department with recording monthly wellness checks, observing assessments, admissions, care conferences
- Observe Physical Therapist conducting Fall Assessments, working with individual residents
- Food Services - meet with Director and discuss menu planning and dietary needs of residents, observe quality assurance and inventory control practices, observe meal services, and assist with special functions
- Participate in social work assessments, screening of potential residents, visit with new residents as they adjust to setting, conduct oral histories
- Review policies and procedures, state regulations, meet with Administrator to understand business model and unique aspects of assisted living industry
- Assist with community outreach efforts and marketing

The Brookdale

- Participate in Age-Friendly Teaneck activities, including task force meetings, planning sessions, and helping with a newsletter
- Help with facilitating a group activity; party planning for summer barbeque
- Connect tenants with community resources including volunteer/work positions, benefit programs, transportation, and socialization programs

Portable Assisted Living Services (PALS)

- Friendly visits with program participants
- Observe nursing activities, medication administration, and care coordination
- Assist administrator as needed with reporting, planning, and outreach events
- Attend community/network meetings

Time to Celebrate!



The four-week internship is over! It's been at times intense, fun, surprising, poignant and eventful. Your team and the interns have gotten to know each other well. Now it's time to recognize what they've learned and achieved through the internship and celebrate with them.

Invitees to the Closing Ceremony Should Include:

- Family members
- Members of your local Board of Education and municipal leadership
- Guidance counselors who helped students in the application process
- Any teachers and professionals who have been mentors to the students
- Donors (assuming they want to be recognized and would attend)
- Community partners who have hosted the interns
- "Lunch and Learn" professionals
- Local media

Although the celebration is all about the interns, it's also an excellent time for you to summarize what the internship was created to accomplish and to thank those in attendance for their invaluable support. After all, this internship would not be possible without our supportive community partners. **Before the celebration, the team members guiding the interns will help them rehearse their presentations.** It's also a good time to ask the interns to go back to the questionnaire about attitudes about aging that they filled out at the start of the internship, to answer those questions again with any newfound insights and understanding. Refreshments need not be elaborate.

Before the ceremony ends, ask the interns to help you evaluate the program by answering in a few sentences (due back within a few days):

- What do you consider to be the three most important lessons you have learned from this internship?
- What experiences did you find most interesting or valuable?
- Which film star's story did you identify with most and why?
- Do you have any suggestions for how the internship program can be improved for future students?
- Were there particular experiences or projects that you think there should be more of, included that were not included, or should not be included as much or at all?

Reframing Aging

Quick Start Guide

Framing is the process of making choices about what to emphasize and what to leave unsaid.

Here's a **quick tour of themes to avoid and alternatives to advance.**

Instead of these words and cues:

“Tidal wave,” “tsunami,” and similarly catastrophic terms for the growing population of older people

“Choice,” “planning,” “control,” and other individual determinants of aging outcomes

“Seniors,” “elderly,” “aging dependents,” and similar “other-ing” terms that stoke stereotypes

“Struggle,” “battle,” “fight,” and similar conflict-oriented words to describe aging experiences

Using the word “ageism” without explanation

Making generic appeals to the need to “do something” about aging

Try:

Talking affirmatively about changing demographics: “As Americans live longer and healthier lives . . .”

Emphasizing how to improve social contexts: “Let’s find creative solutions to ensure we can all thrive as we age.”

Using more neutral (“older people/Americans”) and inclusive (“we” and “us”) terms

The Building Momentum metaphor: “Aging is a dynamic process that leads to new abilities and knowledge we can share with our communities.”

Defining ageism: “Ageism is discrimination against older people due to negative and inaccurate stereotypes.”

Using concrete examples like intergenerational community centers to illustrate inventive solutions

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➤ www.reframingaging.org

🐦 @ReframingAging

The Reframing Aging Initiative is a long-term social change endeavor designed to improve the public’s understanding of what aging means and the many ways that older people contribute to our society. This greater understanding will counter ageism and guide our nation’s approach to ensuring supportive policies and programs for us all as we move through the life course.

SAMPLE PRESS RELEASE

DD MONTH YY

SUMMER [YEAR] CAREER EXPLORATION INTERNSHIP FOR HIGH SCHOOL JUNIORS AND SENIORS TO FOCUS ON WIDE RANGE OF SENIORS CARE CAREER OPPORTUNITIES

STIPEND \$[AMOUNT] FOR FOUR [TOWNSHIP] STUDENTS OFFERED

Age-Friendly [TOWNSHIP] is looking for four outstanding and motivated high school juniors or seniors eager to explore the changing and dynamic realm of senior care career opportunities. We are offering a four-week summer internship, beginning [DATE].

Interns will each receive a \$[AMOUNT] stipend.

The internship will offer a combination of a dynamic curriculum, real-world experience and one-on-one connections with professionals in the fields of geriatric care-related social work, geriatric wellness, technology, home care, recreation, food service, housing, elder law, and business management.

Interns will benefit through:

- Learning about geriatric health and wellness career opportunities beyond nursing and medical school.
- Learning through weekly informal meetings and Q&A sessions with a variety of senior care professionals.
- Becoming knowledgeable about the myriad social services and resources available to older adults in [COUNTY].
- Tearing down stereotypes, fears and misconceptions about the senior population and understanding that health is more than a medical issue.
- Understanding and communicating well with older adults as people; sharing stories and common interests; becoming more compassionate about older adults' challenges.

The four-week curriculum will include an introductory overview of the range of senior care career opportunities and the reasons behind their growth. Subsequent reading, video and web-based assignments will explore issues in greater depth. Also planned are visits to a variety of senior living facilities, including independent living, assisted living and a nursing home.

Interns will be required to keep a journal and submit a short paper reflecting on their experiences before the end of the internship.

To apply for this internship, [click here](#). Applications can be submitted beginning [DATE]; deadline for applications is [DATE]. Interns will be selected by [DATE].

SAMPLE APPLICATION

This is not an internship where you'll be sitting behind a desk all day. We are looking for candidates with a desire to ask questions, learn, and a willingness to engage with the older adults being served.

Please include one letter of recommendation from a teacher, administrator, employer, or someone who has served in a supervisory role.

Personal Information

Name

Email

Phone

Question 1. Tell us about your favorite courses/subjects in high school and why they resonate with you.

Question 2. Tell us about how you spend your time outside of school. Include clubs, sports, volunteer posts, or paid jobs you think are most reflective of your personality and passions.

Question 3. Tell us what interests you about this internship opportunity.

Statement: I attest that I am fully vaccinated against COVID-19 and can produce proof of vaccination. I understand "fully vaccinated" to mean 14 days have passed since receiving a booster after either a one-dose vaccine or a second dose of a two-dose vaccine.

Yes **No**

Letter of Recommendation has been (check one):

Attached to the application

Emailed by teacher, counselor, etc. to [EMAIL]

SAMPLE CONTRACT



(123) 456-7890

info@yourorganization.org

123 Main St., Township, State 12345

This Summer Internship Contract ("Contract") is entered into between [ORGANIZATION], hereinafter referred to as the "[ORGANIZATION]," and the undersigned high school student and their parent(s)/guardian(s), collectively referred to as the "Intern," for the purpose of establishing the terms and conditions of the Intern's participation in the summer internship program.

1. Purpose of Internship:

The Intern acknowledges that the summer internship program is a professional opportunity for gaining practical experience and exposure to the professional world.

2. Attendance and Punctuality:

The Intern agrees to attend all scheduled sessions of the internship program and to be punctual for each session. *Unexcused absences and tardiness may result in the reduction or forfeiture of the internship stipend.*

3. Dress Code:

The Intern agrees to adhere to a business casual dress code during all internship sessions and related activities. This may include jeans and appropriate t-shirts/tank tops, but shorts, cropped tops, and ripped denim are not permitted.

4. Limiting Phone Use:

The Intern acknowledges the importance of maintaining focus and engagement during internship activities. Excessive use of personal phones during sessions is strongly discouraged. *The Intern agrees to limit phone usage to breaks and outside designated session times.*

5. Genuine Engagement:

The Intern agrees to actively participate in all activities, discussions, and projects during the internship program. Active engagement includes asking questions, contributing to discussions, and completing assigned tasks to the best of their ability.

6. Internship Stipend:

The Intern understands that a stipend of \$1,000 will be provided upon successful completion of the internship program, *subject to compliance with the terms of this Contract.*



(123) 456-7890
info@yourorganization.org
123 Main St., Township, State 12345

7. Performance Evaluation:

The Intern acknowledges that their performance and adherence to the terms of this Contract will be evaluated. *Any violations may result in a reduction or full loss of the internship stipend.*

By signing below, the Intern and their parent(s)/guardian(s) acknowledge that they have read and understood the terms of this Contract and agree to abide by them.

Intern:

Name (Printed): _____

Signature: _____

Date: _____

Parent/Guardian:

Name (Printed): _____

Signature: _____

Date: _____

[ORGANIZATION] Representative:

Name (Printed): _____

Title: _____

Signature: _____

Date: _____

Contact Us!
www.agefriendlyteaneck.org
info@agefriendlyteaneck.org
201-530-6756

