



GERIATRIC SOCIAL WORK INITIATIVE

**Practicum Partnership Program (PPP)
Collaborative Evaluation Report II:
Outcomes 2000-2003**

**Report to the New York Academy of Medicine
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INTRODUCTION

The Practicum Partnership Program (PPP), funded by the John A. Hartford Foundation, aims to increase the number of well qualified social workers serving older persons and their families through the development of gerontologically enhanced field education at the graduate level. In order to strengthen the development of new models of geriatric field education, the PPP Coordinating Center at the New York Academy of Medicine (NYAM) facilitated the development of a collaborative approach to the evaluation of the 6 PPP implementation sites.

The Collaborative Evaluation Report I (Spring 2003) provides an introduction to PPP including the following: the collaborative evaluation rationale and process, the PPP Evaluation Model, background institutional variables of the sites, the Key Elements of PPP Field Education, the cross-site evaluation tools and the data analysis plan. The developmental process for identifying and testing a Geriatric Social Work Competency Scale is also provided in this first PPP Report.

The Collaborative Evaluation Report II will present student and institutional outcomes of the three years of PPP implementation occurring between academic years 2000- 2003. Student level descriptors and outcomes are obtained from pre/post-test surveys and a Career Tracking Survey of graduates. The student level outcomes will be described for each of the three years as well as combined for the 3 years of PPP implementation. Any significant differences in outcomes between implementation years will be noted. A comparison of background institutional measures taken from universities during the planning phase of PPP with institutional outcome measures collected at the end of implementation.

The following is presented in Report: II:

- Student Characteristics: Demographic, Academic and Experiential
- Knowledge Outcomes
- Geriatric Competency Outcomes
- Student Satisfaction
- Graduates Career Outcomes
- Institutional Outcomes for Gerontology Program Development

Upcoming PPP Collaborative Evaluation Reports will describe the PPP intervention variables within the domains of the Key Elements, the results of the Sustainability Survey, provide a resource analysis of PPP costs, qualitative analysis from satisfaction and career tracking responses, and present models of PPP variations.

SECTION I: DESCRIPTION OF PPP STUDENTS

DATA ANALYSIS

The PPP student profile and outcomes were obtained from surveys of the pool of PPP students in Figure 1. Descriptive data for the demographic information on PPP students will be presented on both pre and post-test. However, demographic data was asked only on pre-test.

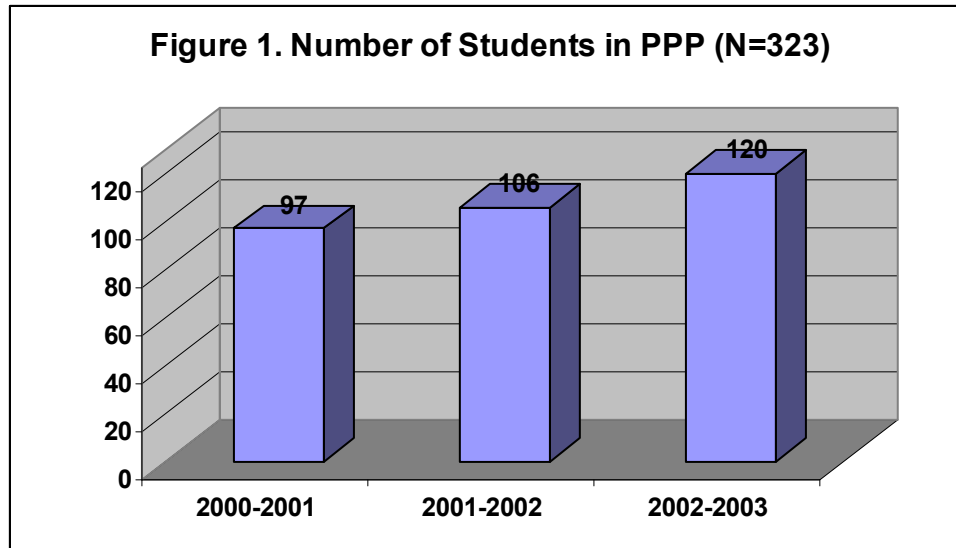
This report will compare findings from all three implementation years of the PPP. Students in the program during a specific academic year will be referred to as a “cohort.” For comparisons between academic years or cohorts, t-tests for Equality of Means were used with continuous variables while Chi Square analyses were used for nominal level variables to detect significant differences. In addition, data from all years were combined to provide an overview of PPP students.

Limitations of this evaluation data include the relatively small sample size and variance in the number of responses by survey and by item. In YR1 the collaborative evaluation was in the process of being established and all questions were not asked at all sites. There is also variance in numbers, as a few students did not complete both pre and posttests, rather only one or the other.

NUMBER OF STUDENTS PARTICIPATING IN PPP DEMONSTRATION SITES

The total number of students in PPP over the three years was 323, increasing each successive year from 97 in the first year to 106 in the second, and to 120 in the third (Figure 1). The number of students in individual demonstration sites ranged from 12 to 25 in the first year and 12 to 34 in the second year.

Recruitment was focused students interested in gerontology and admission of students into PPP was selective. Thus, these figures do not represent all the students were attracted to and applied to a PPP nor those who were drawn to the field of aging through PPP recruitment strategies. Additionally, a small percentage of students entered PPP training but did not complete the program. Further data on student recruitment and retention will be presented in the section on institutional outcomes.



PROFILE OF PPP STUDENTS

Age, Gender & Ethnicity

Table 1. Demographic Information of PPP Students (N=323)¹

	Year 1 %	Year 2 %	Year 3 %	Sig. Diff.	Total %
Age					
21 – 29	45.9	56.8	50.0	0.40	51.1
30 – 39	30.6	26.3	23.4		26.6
40 and over	23.5	16.8	26.6		22.3
Range	23 – 56	21 – 62	23 – 69		21 – 69
Mean	33.8	31.0	34.1	0.01**	32.9
SD	9.4	9.6	10.2		9.8
Gender					
Male	16.9	19.0	13.7	0.61	16.5
Female	83.1	81.1	85.3		83.5
Ethnicity					
African American	19.1	16.8	19.2	0.13	18.4
Caucasian	52.8	53.7	43.6		50.0
Asian American	7.9	11.6	16.0		11.9
Hispanic/Latino	11.2	12.6	21.2		14.8
Other	9.0	5.3	1.1		5.0

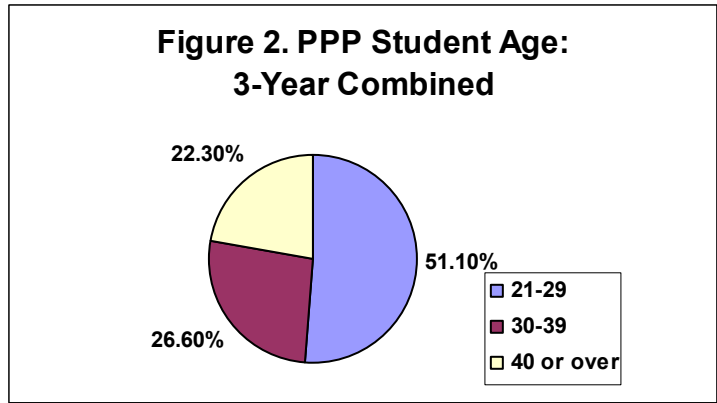
Note:

¹ N=97 in year 1; N=106 in year 2; and N=120 in year 3

** $p \leq .01$

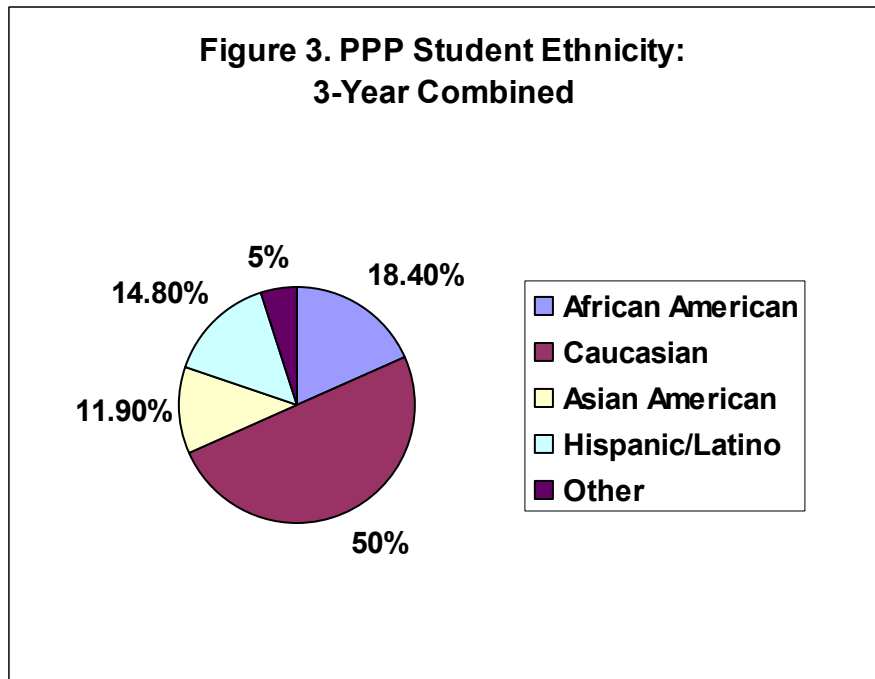
Students ranged from 21 to 69 years of age across cohorts. The average or mean age over the three years was 32.9. Over half (51%) of the PPP students were in the youngest age category between 21 and 29 years of age. The remaining students were slightly over one quarter (26.6) in the 30-39 age category and 22.3% were over 40 years of age.

Though there was no significant difference categorically between student cohorts, there was a significant difference by year in age range and mean. Students in YR3 represented a broader age range.



Most PPP students were women (83.5%) with men representing 16.5% of the students. There was no significant difference between student cohorts in gender.

The PPP student cohorts for all years were ethnically very diverse. Approximately half of all PPP participants were students of color. Though there was no significant difference between years, in YR 3 the percentage of Caucasian students was less (43.6% vs. 53.7% and 52.8 for previous years). Half of the students (50%) identified as ethnic minorities. In YR3 Asian and Latino student numbers grew from previous years. There were no significant differences in race/ethnicities between years of PPP.



In order to acknowledge the diversity of PPP students, comparisons were made with the CSWE reported data for all MSW students nationally. The comparison reveals PPP students are

both more represented in the youngest and the oldest age category. The representation of men is only slight higher at 6% rather than 4%. The PPP students are markedly more ethnically diverse. PPP students are double the percentage in some ethnic categories with more than twice the number of Hispanic and more than three times the number of Asian American students.

Representativeness of PPP Students to National MSW Student Population

Age	CSWE	PPP
21-29	65%	51%
30-39	18%	27%
40 or over	16%	22%
Gender		
Female	86%	84%
Ethnicity		
Caucasian	68%	50%
African American	15%	18%
Hispanic/Latino	6%	14%
Asian American	4%	12%
Other	3%	5%

Previous studies of recruitment to careers in gerontology have shown older or alternatives students chose professions in aging. PPP attracted both young and older graduate students. As in studies of other career in the field of aging more women than men are represented in PPP. This gender representation is approximately equal to the social work population in general. The PPP attracted an ethnically diverse student representation.

Academic Status of PPP Students

Table 2. Academic Information of PPP Students (N=323)¹

	Year 1 %	Year 2 %	Year 3 %	Sig. Diff.	Total %
Educational Level					
BSW	4.5	6.3	6.7	0.82	5.8
MSW first year	24.7	27.5	33.7		28.7
MSW second year	68.5	65.0	58.4		64.0
Advanced standing	2.3	1.3	1.1		1.6
Length in PPP					
One year in PPP	94.4	69.2	71.9	0.000 ***	80.7
Two years in PPP	5.6	30.8	28.1		19.4
Enrollment Status					
Full time	88.8	87.5	90.5	0.81	89.0
Part time	11.2	12.5	9.5		11.0

Note:

¹ N=97 in year 1; N=106 in year 2; and N=120 in year 3

Table 2. Academic Information of PPP Students (N=323)¹ (Continued)

	Year 1 %	Year 2 %	Year 3 %	Sig. Diff.	Total %
Undergraduate Major					
Psychology	44.7	32.1	16.5	0.000***	27.8
Social Welfare/Work	36.8	57.1	25.3		38.2
Sociology	14.2	10.7	17.7		14.5
Gerontology	5.3	0.0	2.5		2.3
Other ²	0.0	0.0	38.0		17.3
Year Received Undergraduate Degree					
2001-2002	6.1	24.3	28.7	0.001***	20.7
1999-2000	24.2	39.2	19.5		27.3
1997-1998	28.8	10.8	24.1		21.2
1995-1996	13.6	5.4	10.3		9.7
Prior 1995	27.3	20.3	17.2		21.2
Took Courses on Aging Before					
Yes	61.0	47.6	50.5	0.27	52.1
No	39.0	52.4	49.5		47.9
If Yes, Number of Courses					
1 course	25.7	38.9	26.7	0.56	30.2
2 courses	28.6	16.7	24.4		23.3
3 courses	17.1	16.7	8.9		13.8
4 or more courses	28.6	27.8	40.0		32.8
If Yes, Level of Aging Course Taken					
Undergraduate	47.1	35.5	56.8	0.20	47.7
Graduate	17.7	35.5	25.0		25.7
Both	35.3	29.0	18.2		26.6

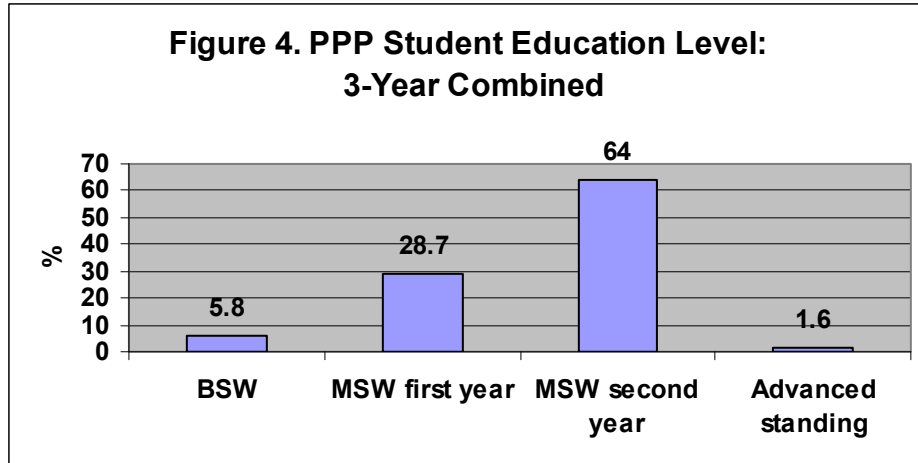
Note:

¹ N=97 in year 1; N=106 in year 2; and N=120 in year 3

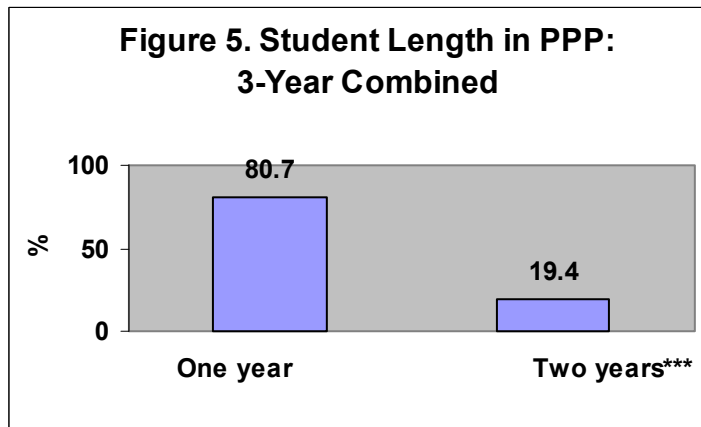
² Other undergraduate major includes English literature, history, business, biology, anthropology, health science, etc.

*** $p \leq .001$

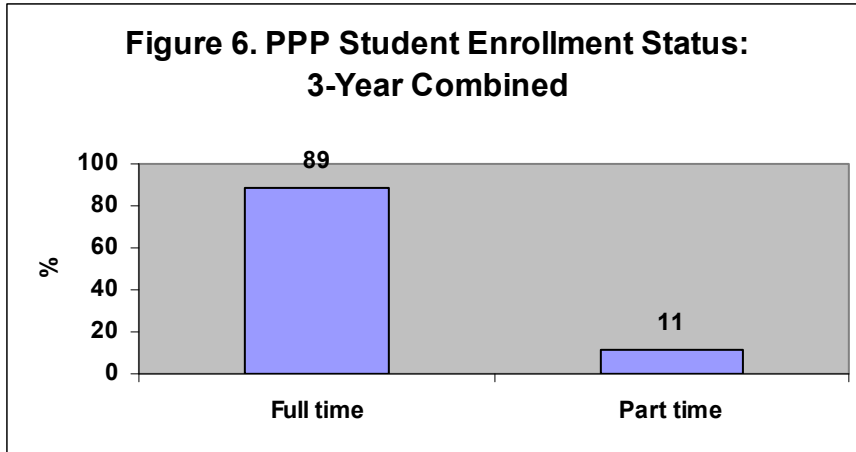
The majority of the PPP programs target second year MSW students (64%). Almost one third (28.7%) of the programs admitted first year students. Undergraduate students are the exception (5.8%). Those who are BSW students are advancing to candidacy.



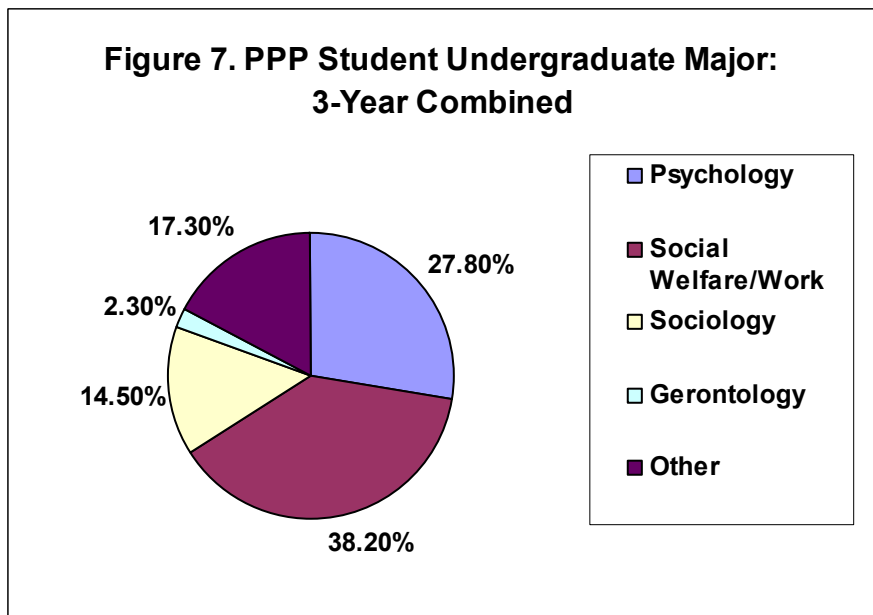
The duration of PPP programs in the sites were for one or two years. When student cohorts were combined, 80.7% of the students were in a one-year program. There was no significant difference between years on educational level.



Most of the PPP students (89%) were full-time rather than part-time students. There was no significant difference between years in enrollment status.

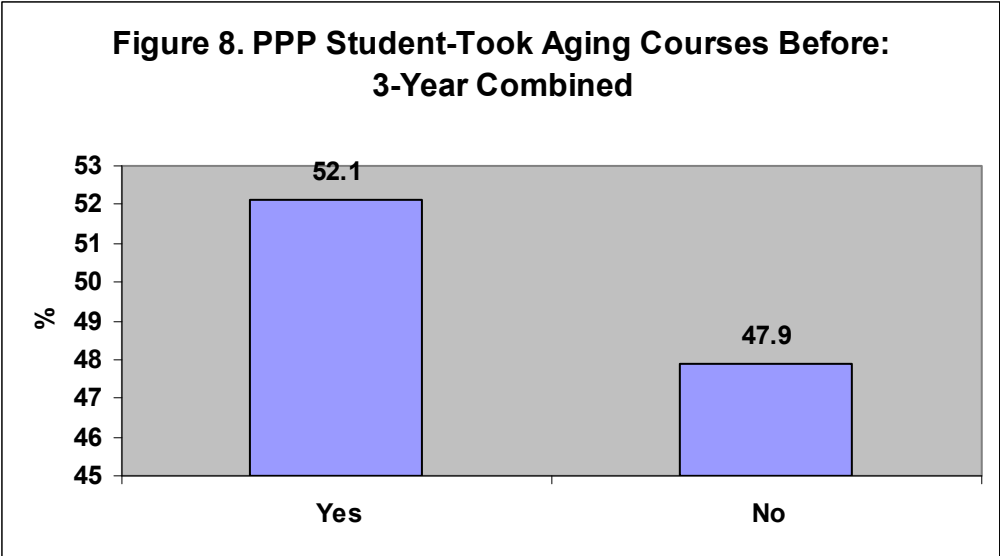


In YR1 and YR2 a large proportion of the students had an undergraduate major in psychology (44.7% and 32.1% respectively). In YR3, the most numerous category of undergraduate degree was “other” (38%). The number of students coming into a PPP from a social work undergraduate major varied from 25.3 in YR3 to 57.3% in YR2. Over all three years social welfare at 38.2% was the most numerous major. The differences in undergraduate majors from PPP year to year were significant ($p < .00$).

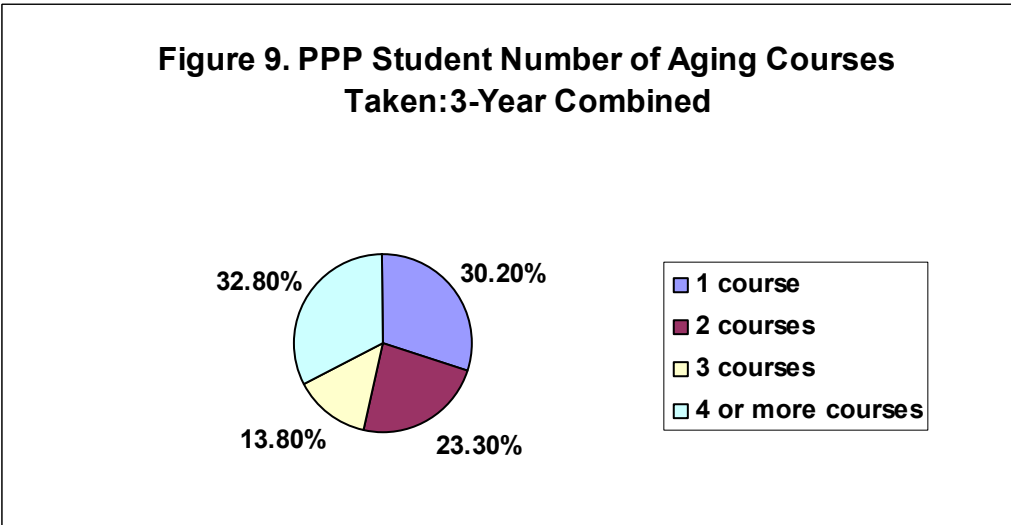


Prior Aging Coursework

Another variable that was significantly different between cohorts was the year in which students obtained their undergraduate degree ($p < .001$). Though some differences are structural such as the fact that students in the first year of the program (2000-2001) would not be receiving their undergraduate degree in that same year, other differences included fewer students graduating before 1995 in YR3.



Overall a little more than half of the PPP students had taken aging courses prior to project enrollment (52.1%). However, 47.9% are drawn into the aging placement having had no academic preparation in gerontology or any courses at all in aging. For those with classroom content in aging, the number of classes varied from 30.2% with just one course to 32.8% with 4 or more classes. For both these variables there was no significant difference between years. Also with no significant difference between years, the gerontology classes were taken as at various levels: undergraduate (47.7%), graduate (25.7%) and both (26.6%). It is not known if the classes were electives or if they were taught in the school of social work.



Student Stipend Amounts

Stipend amounts varied from \$1,000 to \$12,000. PPPs described the stipend amounts as related to school tuition and the length of the program. Very few students received the highest amount of \$12,000 (16.% in YR1 only). The majority of student received between \$5,000 to \$8,000 in stipends (across years 67.4%). There was a significant difference in

stipends over the years ($p < .001$) of the grant with the shift being toward an increase in the middle category of stipends.

Pre-PPP Experience with Older Adults

Table 3. Employment Experience with Older Adults (N=323)

	Year 1 %	Year 2 %	Year 3 %	Sig. Diff.	Total %
Employed in Service to Older Adults¹					
Yes	73.3	76.3	73.3	0.87	74.4
No	26.7	23.7	26.7		25.6
If Yes, Length of Employment				0.02*	
Less than a year	21.2	36.2	36.4		32.1
1 – 3 years	55.8	42.0	25.8		40.1
4 – 9 years	17.3	20.3	34.9		24.6
10 years or more	5.8	1.5	3.0		3.2

Note: ¹ paid or volunteer employment experience
* $p \leq .05$

Most students in PPP reported having some work experience with older adults (74.4%) for students over the three cohorts. There was no significant difference between years. The length of experience varied significantly between cohorts of students ($p < .05$). Generally the movement was that students in subsequent cohorts had more years of experience working with older persons. Overall 40.1% of the students had 1-3 years of experience in work with older persons.

Prior Personal Contact with Older Adults

Table 4. Personal Contact with Older Adults (N=217)

	Year 1 %	Year 3 %	Sig. Diff.	Total %
Personal Contact with Older <u>Non-Family</u> Adults				
Yes	98.2	91.4	0.10	94.1
No	1.8	8.6		5.9
If Yes, How Often?			0.12	
Frequent (once a week or more)	61.2	70.4		66.7
Occasional (About a few times per year)	34.7	19.7		25.8
Infrequent (Once a year or less)	4.1	9.9	7.5	
Personal Contact with Older Family Members				
Yes	100.0	100.0	N/A	100.0
No	0.0	0.0		0.0
If Yes, How Often?			0.41	
Frequent (once a week or more)	68.4	66.3		67.0
Occasional (About a few times per year)	21.1	28.8		26.3
Infrequent (Once a year or less)	10.5	5.0	6.8	

Over the three years with not significant difference between years, 94.1% had contact with non-family elders. Overwhelmingly students in PPP had contact with older family members (100%).

However, for most students this contact was infrequent overall for the three years, for both non-family (66.7%) and family members (67%). The contact was once a year or less with no significant difference between years.

SECTION III: PPP STUDENT OUTCOMES

KNOWLEDGE OF AGING

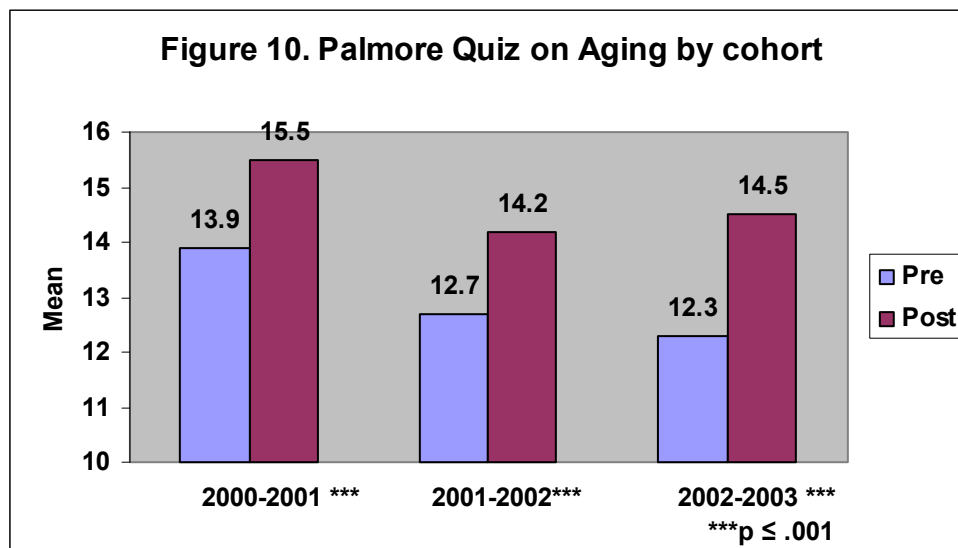
Table 5. Palmore Quiz on Aging of PPP Students (25 items)

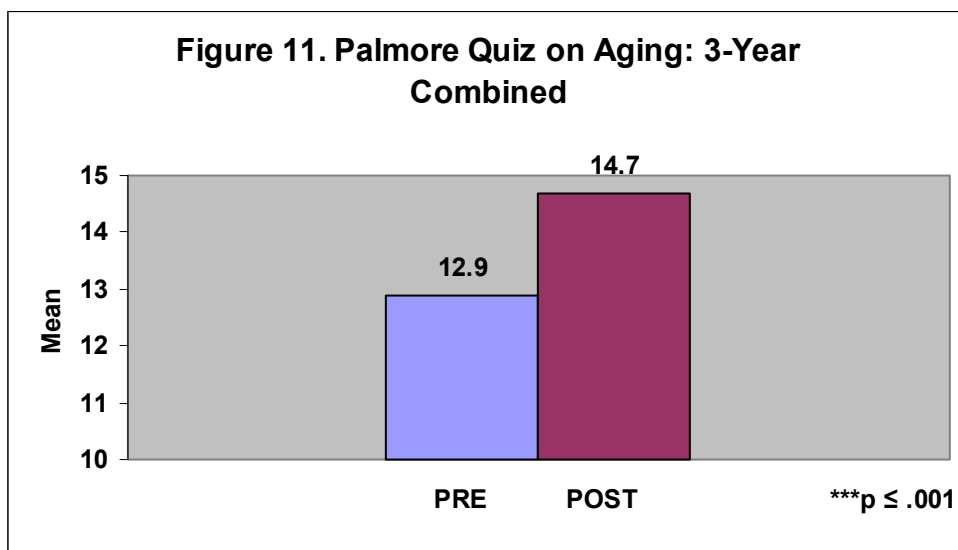
	PRE				POST			
	Year 1	Year 2	Year 3	Sig. Diff.	Year 1	Year 2	YR3	Sig. Diff.
Range ¹	8 – 23	5 – 21	6 – 20		8 – 23	5 – 22	6 – 20	
Mean	13.9	12.7	12.3	0.02*	15.5	14.2	14.5	0.08
SD	3.4	3.3	3.1		3.7	3.4	3.5	

Note: ¹ Possible range: 0 - 25
 $p \leq .05$

The Palmore Facts on Aging Quiz was used across sites to measure students' knowledge of aging. This is a 25-item test that is reliable and valid measure of general facts of aging. A limitation of the collaborative evaluation is that it was not designed in advance of implementation. Thus instrumentation evolved through the evaluation process. In YR1 some sites used the true/false version and others the multiple-choice version. This may account for some of the significant variation in outcomes. The multiple choices, which sites moved to in YR2 and YR3 is rated over different, samples as slightly more difficult.

There was wide variation in the number of questions correct at both pre and post-test with point differences of 14-17. The YR1 students had a significantly higher mean score both pre and post. The higher scores/ gains in knowledge at posttest for all years highly significant.





In order to appreciate the knowledge areas a rank order of the percentage of correct answers by item is provided for both pre and post. Surprisingly for a group of social workers, the poverty rate for older adults is the most often incorrect item.

Table 6. Palmore Quiz on Aging: Percentage of Correct Answers at Pre-Test

Questions	%
1. Sexual activity of older couple (Q3)	83
2. Older people's level of similarity with younger people (Q15)	71
3. Proportion of people over 65 able to do their normal activities (Q10)	70
4. Old people's level of happiness compared to younger people (Q5)	69
5. Employment of old people (Q22)	68
6. Areas of sensory loss in old age (Q2)	62
7. Proportion of people over 65 who are senile (Q1)	61
8. Old people's level of reaction compared to younger people (Q14)	60
9. Level of Physical strength during aging process (Q6)	60
10. Effectiveness of workers over 65 compared to younger workers (Q9)	58
11. Adaptability to change among people over 65 (Q11)	55
12. Learning ability of old people (Q12)	51
13. Anger in old age (Q24)	51
14. Proportion of old people who are socially isolated (Q17)	49
15. Priority of medical practitioner toward older patients (Q20)	48
16. Depression among older people compared to younger generations (Q13)	48
17. Boredom among old people (Q16)	46
18. Accident rate among workers over 65 compare to younger workers (Q18)	45
19. Percentage of people over 65 in long-stay institutions (Q7)	43
20. Health and economic status of old people in year 2010 (Q25)	40
21. Level of religiosity in old age (Q23)	39
22. Lung vital capacity in old age (Q4)	36
23. Accident rate per driver over age 65 compared to those under 65 (Q8)	33
24. Proportion of U.S. population now 65 or over (Q19)	33
25. Poverty rate among old people (Q21)	23

Table 7. Palmore Quiz on Aging: Percentage of Correct Answers at Post-Test

Questions	%
1. Sexual activity of older couple (Q3)	92
2. Old people's level of happiness to younger people (Q5)	80
3. Proportion of people over 65 able to do their normal activities (Q10)	77
4. Employment of old people (Q22)	76
5. Areas of sensory loss in old age (Q2)	73
6. Level of Physical strength during aging process(Q6)	67
7. Priority of medical practitioner toward older patients (Q20)	65
8. Older people's level of similarity with younger people (Q15)	64
9. Old people's level of reaction compared to younger people (Q14)	63
10. Percentage of people over 65 in long-stay institutions (Q7)	62
11. Effectiveness of workers over 65 compared to younger workers (Q9)	61
12. Learning ability of old people (Q12)	60
13. Proportion of people over 65 who are senile (Q1)	59
14 Anger in old age (Q24)	59
15. Proportion of old people who are socially isolated (Q17)	58
16. Boredom among old people (Q16)	58
17. Adaptability to change among people over 65 (Q11)	57
18. Accident rate among workers over 65 compare to younger workers (Q18)	56
19. Lung vital capacity in old age (Q4)	50
20. Health and economic status of old people in year 2010 (Q25)	49
21. Depression among older people compared to younger generations (Q13)	46
22. Level of religiosity in old age (Q23)	45
23. Proportion of U.S. population now 65 or over (Q19)	44
24. Accident rate per driver over age 65 compared to those under 65 (Q8)	35
25. Poverty rate among old people (Q21)	27

SKILL COMPETENCY IN WORKING WITH OLDER ADULTS

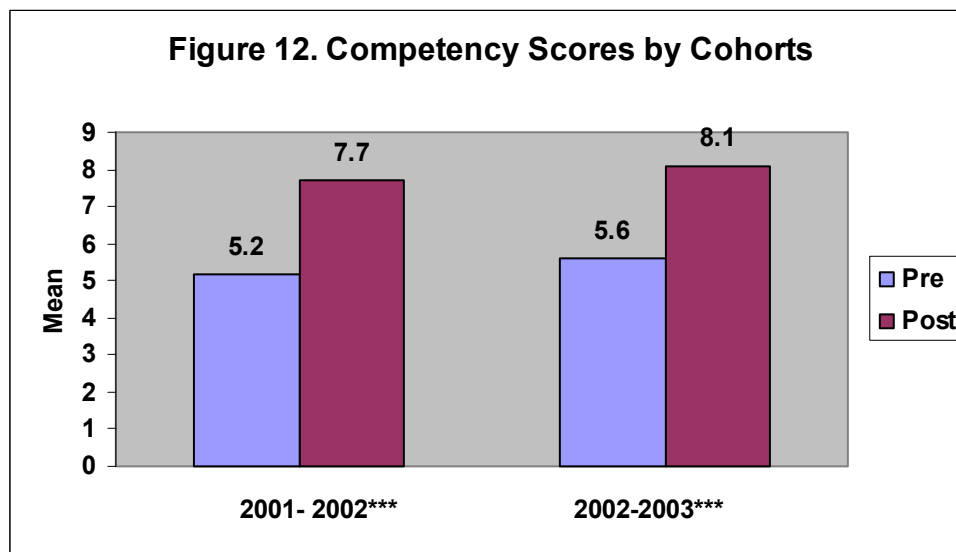
Table 8. Competency Scores of PPP students by Year

Domains	PRE			POST		
	Year 2	Year 3	Sig. Diff.	Year 2	Year 3	Sig. Diff.
I. VALUES AND ETHICS						
Range	1.6 – 10.0	3.6 – 10.0		5.8 – 10.0	5.0 – 10.0	
Mean	7.0	7.2	0.64	8.5	8.8	0.004*
Standard Deviation	1.7	1.5		0.8	0.9	
II. ASSESSMENT						
A. Individual and Family						
Range	0.3 – 9.8	0.7 – 9.8		5.0 – 9.9	4.0 – 10.0	
Mean	5.4	5.5	0.57	8.5	8.2	0.000**
Standard Deviation	2.1	2.0		0.8	1.1	
B. Aging Services, Programs, & Policies						
Range	0.0 – 10.0	1.0 – 10.0		3.5 – 10.0	5.8 – 10.0	
Mean	5.0	5.2	0.64	7.6	8.2	0.001*
Standard Deviation	2.5	2.1		1.3	1.0	
III. PRACTICE INTERVENTION						
A. Theory and Knowledge						
Range	0.0 – 10.0	0.0 – 9.4		4.2 – 10.0	5.4 – 10.0	
Mean	5.1	5.1	0.98	7.7	8.4	0.002*
Standard Deviation	2.2	2.1		1.2	1.0	
B. Individual and Family						
Range	0.0 – 10.0	1.1 – 9.4		4.1 – 9.9	4.2 – 10.0	
Mean	5.6	5.7	0.65	8.0	7.7	0.003*
Standard Deviation	2.0	1.9		1.0	1.3	
C. Aging Services, Programs, and Policies						
Range	0.0 – 10.0	0.0 – 9		3.3 – 10.0	5.8 – 10.0	
Mean	4.3	4.7	0.20	7.2	8.6	
Standard Deviation	2.3	2.2		1.5	1.7	0.04*
IV. INTERDISCIPLINARY COLLABORATION						
Range	0.0 – 10.0	0.2 – 9.8		1.3 – 10.0	5.8 – 10.0	
Mean	5.2	5.7	0.30	7.9	8.4	0.004*
Standard Deviation	2.6	2.1		1.4	1.1	
V. EVALUATION AND RESEARCH						
Range	0.0 – 10.0	0.0 – 8.5		0.3 – 10.0	5.0 – 10.0	
Mean	4.1	4.5	0.28	6.9	8.1	0.23
Standard Deviation	2.6	2.3		2.0	1.0	
TOTAL COMPETENCY						
Range	0.3 – 9.9	1.7 – 8.9		4.4 – 9.9	5.0 – 10.0	
Mean	5.2	5.6	0.50	7.7	8.14	0.003*
Standard Deviation	2.0	1.8		1.0	1.0	

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

The development of the Hartford *Practicum Partnership Program Geriatric Social Work Competency Scale* is described in Report 1. The Competency Scale was used across all sites in YR2 and YR3. The Competency Scale has been tested for reliability and validity and substantially revised for the next stage of use a self-assessment of skill in social work practice with older adults.

In Table 8 we see the wide range of ratings at pre and post- test demonstrating the Scales ability to reflect variation in skill level. The range of narrow post the PPP training with smaller standard deviations at post-test than pre-test. There were no significant differences between cohorts at pre-test but there were in most domains at post-test. In YR3 the mean ratings in 7 or the 9 domains were higher than in YR2. Even at post- test there was no ceiling effect with scores ranging from 6.9-8.8.



The overall mean for all competencies presented in Figure 12 does not vary greatly pre or post between cohorts but is higher for YR3. Again the improvement in skill assessment is significant for both years. The Cronbach Alpha is a measure of internal validity. In this competency scale the validity of the measures within and as a whole are high. The strength may indicate that for some items there are duplicative measure of the same construct.

Table 9. Competency of PPP Students: 2-Year Combined

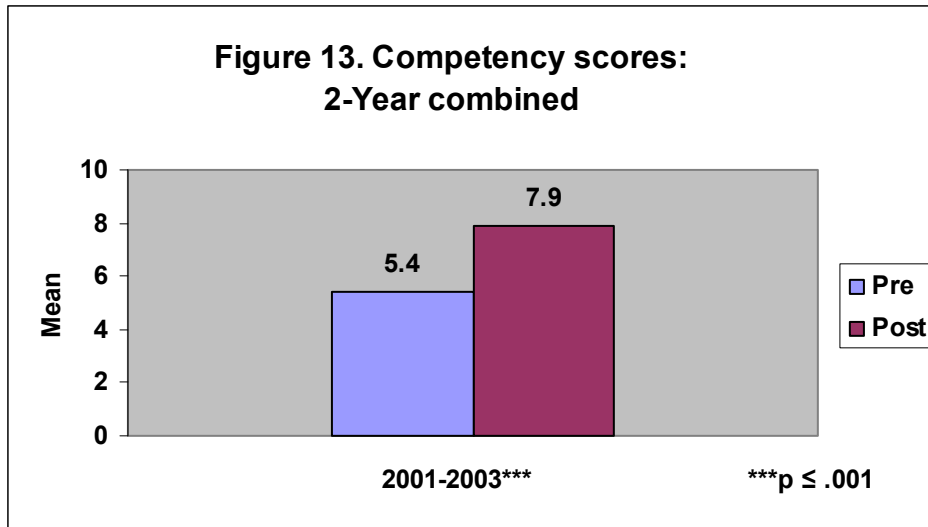
Domains	PRE	POST	Sig. Diff.	ALPHA
I. VALUES AND ETHICS				0.83
Range	1.6 – 10.0	5 – 10	0.000***	
Mean	7.1	8.6		
Standard Deviation	1.6	0.9		
II. ASSESSMENT				0.95
A. Individual and Family				(0.93)
Range	0.3 – 9.8	4.1 – 10.0	0.000***	
Mean	5.5	8.0		
Standard Deviation	2.0	1.2		

B. Aging Services, Programs, and Policies				(0.89)
Range	0 – 10	3.5 – 10.0		
Mean	5.1	7.9	0.000 ^{***}	
Standard Deviation	2.3	1.2		
III. PRACTICE INTERVENTION				0.98
A. Theory and Knowledge				(0.87)
Range	0 – 10	4.2 – 10.0		
Mean	5.1	7.9	0.000 ^{***}	
Standard Deviation	2.1	1.1		
B. Individual and Family				(0.96)
Range	0 – 10	4.1 – 10.0		
Mean	5.6	8.2	0.000 ^{***}	
Standard Deviation	2.0	1.0		
C. Aging Services, Programs, and Policies				(0.95)
Range	0 -10	3.3 – 10.0		
Mean	4.5	7.4	0.000 ^{***}	
Standard Deviation	2.3	1.4		
IV. INTERDISCIPLINARY COLLABORATION				0.89
Range	0 – 10	1.3 – 10.0		
Mean	5.4	8.2	0.000 ^{***}	
Standard Deviation	2.4	1.3		
V. EVALUATION AND RESEARCH				0.88
Range	0 – 10	0 – 10		
Mean	4.3	7.0	0.000 ^{***}	
Standard Deviation	2.5	2.0		
TOTAL COMPETENCY				0.99
Range	0.3 – 9.9	4.5 – 10.0		
Mean	5.4	7.9	0.000 ^{***}	
Standard Deviation	1.9	1.0		

^{***} $p \leq .001$

^{***} $p \leq .001$

Table 8 provides the combined range, mean and standard deviation for both years. Comparing pre and post in each domain the improvement is highly significant ($p < .000$). The highest skill area pre and post for social work students is in values and ethics. As the highest domain it shows the least growth but very significantly ($p < .000$). Assessment, Practice and Intervention and Interdisciplinary Collaboration all increased very significantly. Practice and Intervention had multiple items to measure skills required for geriatric social work, Evaluation and Research though the lowest both on pre and post-test, improved significantly after the PPP internship.



The combined means for all domains pre-test (5.4) and post-test (7.9) are displayed on Figure 13, Since this version of the Competency Scale has different number of items in each domain the possible score (10 on each item within a domain) is converted to a percentage of the maximum and presented in Table 10. This allows for another view of the high and low competency areas as well as the improvement before and after training.

Table 10. Percentage of Possible Highest Competency Scores: 2-Year Combined

Domains	PRE	POST
I. VALUES AND ETHICS	71%	86%
II. ASSESSMENT		
A. Individual and Family	55%	79%
B. Aging Services, Programs, and Policies	51%	78%
III. PRACTICE INTERVENTION		
A. Theory and Knowledge	51%	79%
B. Individual and Family	56%	82%
C. Aging Services, Programs, and Policies	45%	74%
IV. INTERDISCIPLINARY COLLABORATION	54%	82%
V. EVALUATION AND RESEARCH	43%	70%
TOTAL COMPETENCY	53%	78%

In Table 10 the ten most improved competencies are listed with their mean points improved.

Table 11. Ten most Improved Areas in Competency: 2-Year Combined

Areas of Competency	Score¹
1. Demonstrate an understanding of common terminology used in providing services to older adults (III. Practice and Intervention-C. Aging Services, Programs, and Policies).	3.35
2. Creatively use organizational policy, procedures and resources to facilitate and maximize the provision of services to older adults and their family caregivers (III. Practice and Intervention-C Aging Services, Programs, and Policies).	3.32
3. Effectively use knowledge of program outreach techniques with older adults and their families to insure appropriate use of the service continuum (III. Practice and Intervention-C. Aging Services, Programs, and Policies).	3.27
4. Integrate knowledge of intervention research with the aging population in practice with older adults (V. Evaluation and Research).	3.10
5. Incorporate, as needed, into practice the full continuum of services for older adults, from home to community based and institutional settings (III. Practice and Intervention-C. Aging Services, Programs, and Policies).	3.05
6. Develop clear, timely, and appropriate service plans for older adults that take into account the need for love, intimacy, sexuality, social supports; intergenerational approaches; roles of the older client, their family, professionals and others involved; community resources (III. Practice and Intervention-B. Individual and Family).	2.99
7. Apply knowledge of the impact of social, mental health, and health policies, regulations, and programs, including long-term care, and end of life care on older adults to develop intervention strategies and service plans for individuals and groups (III. Practice and Intervention-C. Aging Services, Programs, and Policies).	2.99
8. Demonstrate ability to understand and apply methods of evaluating practice and programs for effective outcomes for older adults (V. Evaluation and Research).	2.96
9. Apply effective social work models and interventions on behalf of older persons and their families (III. Practice and Intervention-B. Individual and Family).	2.94
10. Apply knowledge of issues related to changes in living to assist individuals and families in making optimal adjustments (III. Practice and Intervention- A. Theory and Knowledge).	2.92

Note:

¹ Mean improved score

STUDENT SATISFACTION WITH THE PPP

Table 12. Satisfaction of PPP Students¹

	Year 2	Year3	Sig. Diff.	Total
1. My Personal goals in learning to work with older persons and their families were achieved in my field practicum				
Range	1 – 5	2 – 5		1 – 5
Mean	4.2	4.4	0.19	4.3
Standard Deviation	0.8	0.8		0.8
2. I feel my participation in rotations was worthwhile				
Range	1 – 5	2 – 5		1 – 5
Mean	4.4	4.6	0.08	4.4
Standard Deviation	0.9	0.7		0.8
3. The rotations enabled me to learn about the range of services to older people				
Range	1 – 5	2 – 5		1 – 5
Mean	4.3	4.5	0.07	4.4
Standard Deviation	0.9	0.8		0.8
4. Having experience in more than one field agency or dept/pgm was useful in learning about diverse populations of older people				
Range	1 – 5	1 – 5		1 – 5
Mean	4.5	4.5	0.37	4.5
Standard Deviation	0.8	0.8		0.8
5. Having the opportunity to learn from several different instructors in my field practicum enhanced my learning				
Range	1 – 5	3 – 5		1 – 5
Mean	4.4	4.6	0.13	4.5
Standard Deviation	0.8	0.7		0.8
6. As a result of my participation in the Hartford program, I am more confident in working as part of an interdisciplinary team				
Range	1 – 5	1 – 5		1 – 5
Mean	4.2	4.6	0.08	4.3
Standard Deviation	0.9	0.8		0.9
7. I would recommend the Hartford program to other students in aging				
Range	1 – 5	1 – 5		1 – 5
Mean	4.5	4.7	0.04*	4.6
Standard Deviation	1.0	0.7		0.9

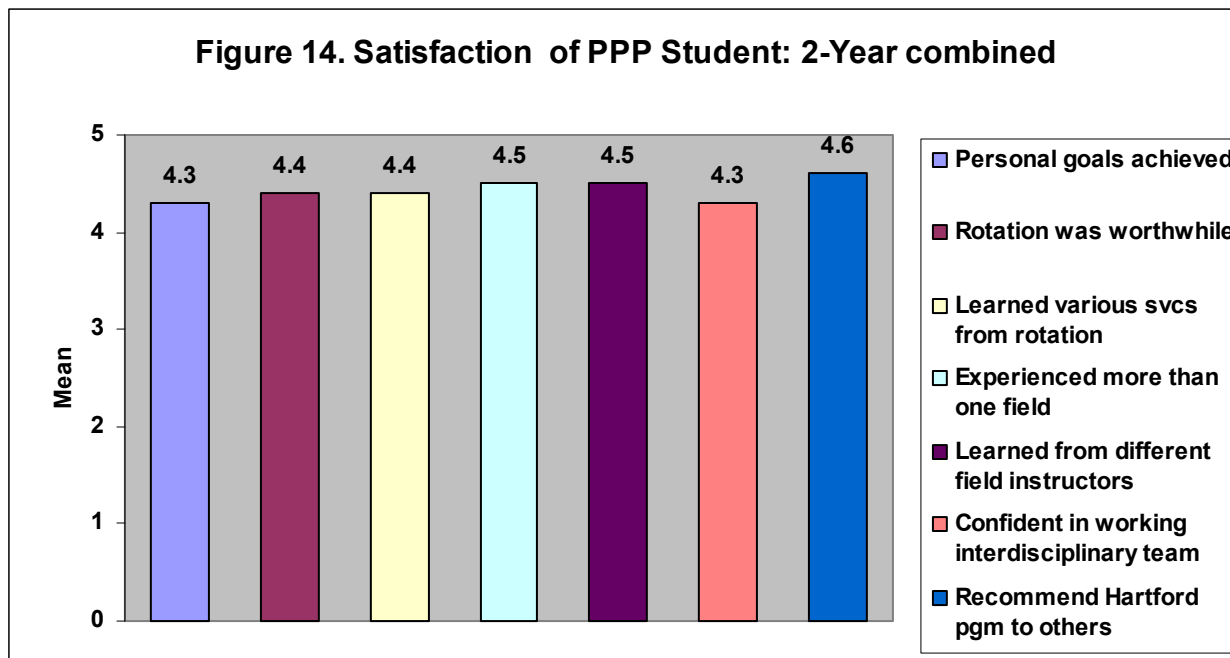
Note:

¹ The scale ranges from *strongly disagree* (1) to *strongly agree* (5).

* $p \leq .05$

Student satisfaction in PPP program was high as rated on a scale of 1 to 5 ranging from “strongly disagree” to “strongly agree”. The range of satisfaction ratings with different elements of the PPP though all high varied. The lowest was 4.3 for interdisciplinary team experience and personal goals to highest of 4.6 for recommending the Hartford PPP to other students. The total rating mean out of a possible 35 was 31. Transforming this into a percentage of 100, the mean for responses was approximately a 94%. Ninety-two percent of the students would

recommend the PPP to other students for their field experience. The following Figure 14 presents the combined ratings on the scale of 1-5 graphically.



Student Comments on Their PPP Experience

Following are comments made by students regarding PPP in response to four open-ended questions designed for student feedback.

What activities or components had the most impact on your learning? Three categories of responses capture student’s perceptions. Didactic/seminars and the rotations were most frequently mentioned. Comments included “seminars were very informative”, seminars were great” and “seminar on death and dying”. Rotations were described as “rotations complemented my main placement” “rotations provided the greatest opportunity” and “rotations had the greatest impact”. Supervision and the ability to network with others in the field of aging were also described as high on educational impact. Of importance was the relationship to the supervisor, “my supervisor and the incredibly wonderful supervision”.

What suggestions would you have for improving the rotational field practicum? The comments presented a variety of options for organizing the field rotation opportunities from “all for as much or as little experience as desirable” to “making rotations more even 4-6 months”. A variety of suggestions for length were made. Rotations focused on diverse populations. Additional constructive suggestions included better communications about the rotations to students and between supervisors at different sites.

What were the most challenging aspects of rotating between agencies, departments, and programs within a large agency? “Not enough time” was the most frequent comment by students. “Learning the new system” was another frequently mentioned challenge. Along these lines were other comments such as “getting accustomed to new paperwork” and “learning different rules, regulations and case notes”. However, students also commented that they “did not feel it was difficult to rotate”. Maintaining contact with original placement and holding a

continuing caseload were additional challenges mentioned. One person mentioned the rotational model might be more difficult for first year students.

What were the most helpful or most interesting aspects of rotating between agencies, departments, and programs within a large agency system? Repeated responses included: “Able to gain a more comprehensive view of services”, “able to notice different modalities”, “being able to expand my internship experiences in order to increase my skill”, and “getting different therapeutic intervention skills”. Students’ experience reflected the goal of experience along the continuum “getting experience along the continuum”, “exposure to a wealth of services and service coordination” and “learning how services work together to serve seniors.”

CAREER INTEREST

Students were selected for a PPP based, in part, on their interest in the field of aging. Thus, it is not surprising that student initial interest was high and remained so with no significant change during the PPP. Interest in doctoral study was present for a small group of students both before and after PPP (Table 12).

Table 13. Career Interests of PPP Students¹

	PRE			POST		
	Year 2	Year 3	Sig. Diff.	Year 2	Year 3	Sig. Diff.
1. It is very likely that my career will involve working with or on behalf of older adults						
Range	1 – 5	1 – 5		1 – 5	1 – 5	
Mean	4.3	4.4	0.41	4.4	4.4	0.57
SD	1.0	0.9		0.8	0.9	
2. Upon graduation, it is very likely that I will take a job working with or on behalf of older adults						
Range	1 – 5	1 – 5		1 – 5	1 – 5	
Mean	4.3	4.4	0.53	4.3	4.3	0.67
SD	0.9	0.8		1.0	0.9	
3. Within 5 years after graduation, it is very likely that I will pursue doctoral study						
Range	1 – 5	1 – 5		1 – 5	1 – 5	
Mean	2.8	2.9	0.93	2.8	2.8	0.80
SD	1.3	1.2		1.4	1.2	

Note:

¹ The scale ranges from *strongly disagree* (1) to *strongly agree* (5).

The list of the top five setting PPP students preferred to work upon graduation revealed the medical or hospital setting to be the highest ranked choice. Public social services gained in importance and became one of the top five choices. Private practice was not a top choice at posttest but mental health was.

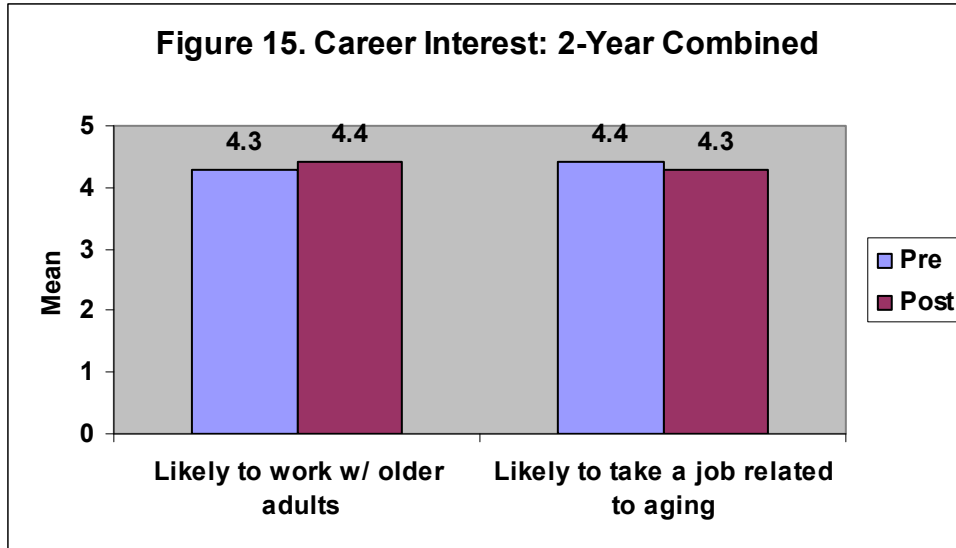


Table 14. Top Five Career Interest Settings

PRE	POST
1. Hospital (49%)	1. Hospital (58%)
2. Care/case management (45%)	2. Social service agency (49%)
3. AAA (43%)	3. Care/case management (44%)
4. Social service agency (42%)	4. Mental health (38%)
5. Private practice/consultation (40%)	5. Government/Public social service (36%)

POST MSW EMPLOYMENT OF STUDENTS

PPP students were tracked for outcomes in their job outcomes and career opportunities after graduation. The *PPP Career Tracking Survey* was mailed to graduates 4 months after completion of the PPP training for all years of the implementation. In YR3 all students from the current cohort as well as previous years were mailed a modified survey with the purpose of checking on the careers of graduates who now were working for from 1 to 2 years. Limitations of this career tracking are the difficulty in remaining in contact with students after graduation. Email and land addresses change rapidly. Our response rate based on students who completed the posttest is 64% for the first 4 month survey and 54% for the 1 to 2 year survey.

Slightly more than 80% of the PPP students 4 months after graduation were employed full or part-time. Most (73.9) were full time. Eighty percent of the students were employed in the field of aging. Almost half (47.3) of these professionals spent all their time in service to older adults. Another 27.3% worked with adults at least half of the time.

Table 15. PPP Graduates at 4 Months (N=169)¹

	%
1. Employment status	
Full-time	73.9
Part-time	7.0
Not employed at this time, but seeking work	9.2
Not employed full or part-time and not seeking work at this time	4.2
Other	5.6
2. If employed, is the job aging-related?	
Yes	80.2
No	19.8
3. Percentage of time on the job spent in aging-related activities	
100%	47.3
75 – 99%	20.9
50 – 74%	6.4
25 – 49%	7.3
Under 25%	18.2
4. Full-time equivalent annual salary (before taxes or deductions)	
Under \$15,000	2.8
\$15,000 – \$19,000	0.0
\$20,000 – \$29,999	5.6
\$30,000 – \$39,999	55.1
\$40,000 – \$49,999	24.4
\$50,000 – \$59,999	10.3
\$60,000 or above	1.9
5. Looked for aging-related job immediately after MSW graduation	
Yes	85.9
No	14.1
6. Present intention to work, or continue to work in the aging field	
Yes	74.0
No	25.2
Uncertain	0.8
7. Employed aging-related job prior to MSW program	
Yes	34.0
No	66.0
7-A. If yes, relationship with past employer	
Currently employed in my previous position	6.3
Employed in the same agency but in the different position	12.5
No longer employed in the same agency ²	81.3

Notes:

¹ N=37 in cohort 1; N=86 in cohort 2; and N=46 in cohort 3

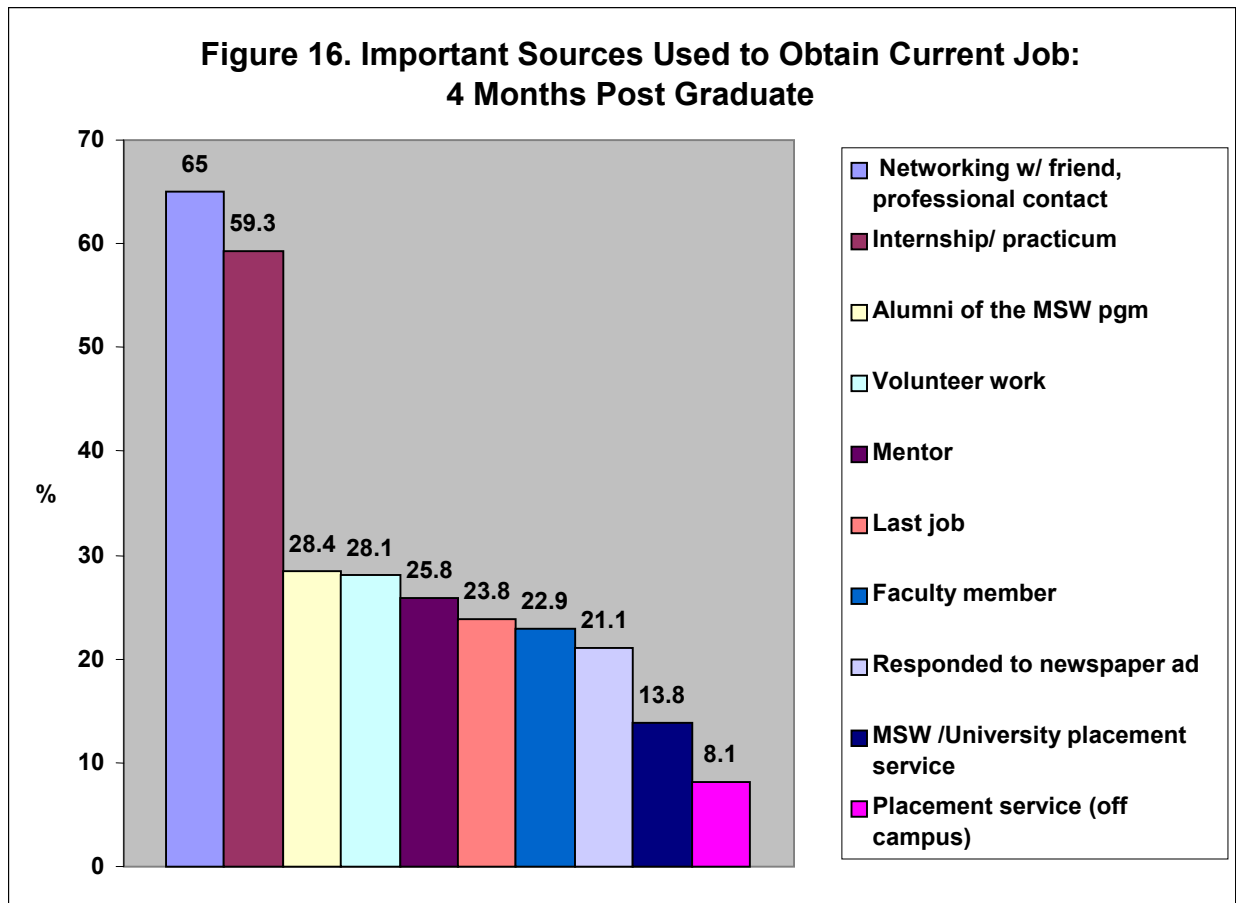
² Cohort 1 did not have this response item.

Salaries were predominantly (55.1%) in the \$30,000 to \$39,999 range. The next most frequent salary category was \$40,000 to \$49,999 with 24.4% of the graduates in this bracket at 4 months post graduation.

The work settings are more diverse than the predominant career interest sites. The top 10 sites are provided in Table? Hospitals, case management, social service agencies, mental health and policy advocacy were the most frequent settings for new PPP graduates. The

hospital was the employer of 14.1% of the social workers reporting back. Examples of job titles were: Geriatric Social Worker or Clinician, Medical Social Worker, Geriatric Psychiatry Social Worker, Project Director, Senior Services Advocate, Social Work Case Manager, Home Health Social Worker, Director of Social Services, Eligibility Specialist and caseworker. For those not identifying as a social worker other titles was: public health professional, clinician/therapist and University Research Administrator.

Two sources of support for finding jobs in the field of aging were networking, reported by 65% of the graduates and the PPP internship reported as key for 59.3% of the graduates. A variety of other university resources played important roles in career planning.



Some students were not looking for aging related work immediately after graduation (14.1%). Reasons given were maternity leave, health reasons, previously accepted position not in aging, continued academic work, and return to child welfare. Some graduates had previously been employed in the field of aging (34%). Most of these social workers did not return to that position (81.3%) but 6.3% did return and 12.5% returned to that agency with a promotion.

For graduates who had been out of school for 1 to two years, 93.3% had a full or part-time job and 79.5% were in the field of aging. Eighty-three percent were working full time. Forty-two percent were working 100% with older persons and 78.3% were working half of their time or more with older adults. The two income categories ranging from \$30,000 to 49,999 still held most social workers (at 4 months 79.5% and at the later point after graduation 67.5%). The

upper income bracket categories from \$50,000 to over \$60,000 doubled from 12.2% at 4 months to 24.1% one or two years after graduation.

Table 15. PPP Graduates at 4 Months (N=169)¹ (Continued)

	%
8. Identification of self as a social worker to other people	
Yes	92.0
No	8.0
9. Continue to additional academic degree	
Yes	8.2
No	91.8

Notes:

¹ N=37 in cohort 1; N=86 in cohort 2; and N=46 in cohort 3

Table 16. Top Five Work Settings of PPP Graduates at 4 months¹

Work Settings	%
1. Hospital	14.2
2. Care/case management	9.5
3. Social service agency	9.5
4. Mental health	8.9
5. Public policy/advocacy	6.5

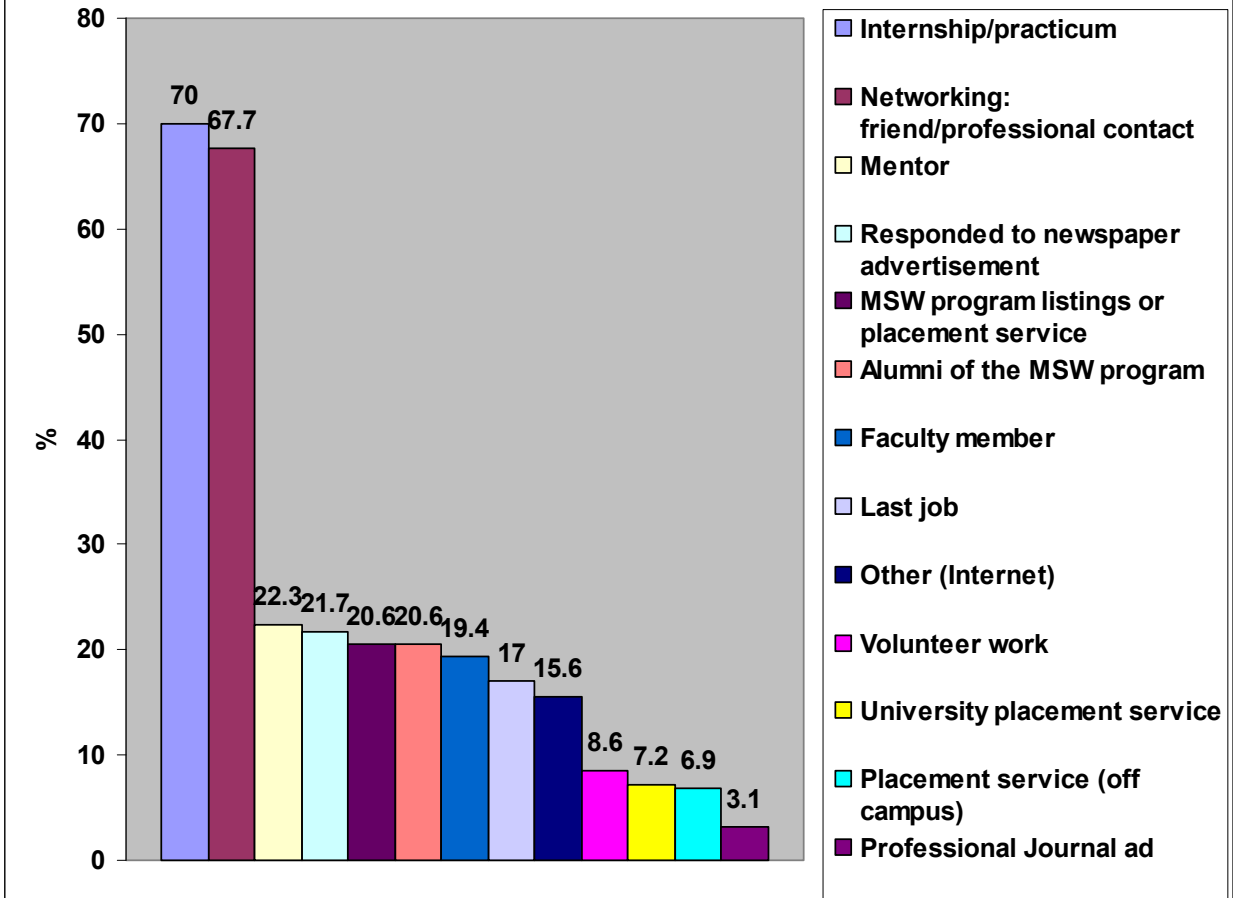
Note:

¹ Cohort 1 & 2 chose only one setting, but cohort 3 multiple responses were possible.

The settings also changed with hospitals no longer being the most frequent place of work. Social service agencies, mental health were high added to the top settings for employment were educational institutions and long-term care. Public services were also on the top list as well as private practice.

The sources of support for careers in aging remained with the PPP internship (70%) and networking (67.7%). The Internet was added as a source for job finding.

**Figure 17. Important Sources Used to Obtain Current Job:
1-2 Year(s) Post Graduate**



The primary activities of the work were direct service. In open-ended responses graduates described this further as composed of assessment, care management, counseling, evaluation, mental health assessment, discharge planning, intake, individual and group therapy. Other functions were: listed that were predominantly macro in orientation: administration, planning, and advocacy with many of these roles being mentioned as secondary activities for persons who primarily listed direct practice.

Even just 1 to two years post graduation about a third 33.7% of the social workers had had more than one job. Approximately 82% of the graduates were planning on remaining in the field of aging. Only 3.4% were not planning to do so and 14.8 were not sure. Reasons given for not planning on aging field of practice were: lack of job opportunities (5), salary too low (3), poor opportunity for advancement (2), can use skills better in another area (2) and family responsibility (2). Almost everyone identified as a social worker (99%).

Table 17. PPP Graduates at 1-2 Year(s) (N=89)¹

	%
1. Employment status	
Full-time	83.2
Part-time	10.1
Not employed at this time, but seeking work	3.4
Not employed full or part-time and not seeking work at this time	1.1
Other	2.3
2. If employed, is the job aging-related?	
Yes	79.5
No	20.5
3. Percentage of time on the job spent in aging-related activities	
100%	42.1
75 – 99%	24.1
50 – 74%	12.1
25 – 49%	7.2
Under 25%	14.5
4. Full-time equivalent annual salary (before taxes or deductions)	
Under \$15,000	1.2
\$15,000 – \$19,000	3.6
\$20,000 – \$29,999	3.6
\$30,000 – \$39,999	39.8
\$40,000 – \$49,999	27.7
\$50,000 – \$59,999	20.5
\$60,000 or above	3.6
5. Ever hired by any of Hartford Internship/Field Practicum sites	
Yes	32.9
No	67.1
6. Primary work activity in current job	
Direct service	71.1
Administration/management	9.6
Program planning/evaluation	4.8
Research/evaluation	4.8
Community practice	2.4
Teaching or training	2.4
Advocacy	2.4
Policy	1.2
Other	1.2

Notes:

¹ N=44 in cohort 1; and N=45 in cohort 2

Table 18. PPP Graduates at 1-2 Year(s) (N=89)¹ (Continued)

	%
7. Secondary work activity in current job	
Advocacy	22.1
Teaching or training	17.7
Administration/management	14.7
Program planning/evaluation	13.2
Direct service	10.3
Research/evaluation	7.4
Community practice	7.4
Financial/accounting	2.9
Other	4.4
8. Looked for aging-related job immediately after MSW graduation	
Yes	86.2
No	13.8
9. Since graduation, any other social work position other than current job	
Yes	33.7
No	66.3
9-A. If yes, employment status	
full-time only	66.7
part time only	23.3
part time in addition to a full time job	10.0
10. Present intention to work, or continue to work in the aging field	
Yes	81.8
No	3.4
Uncertain	14.8
11. Employed aging-related job prior to MSW program	34.8
Yes	65.2
No	
11-A. If yes, relationship with past employer	
Currently employed in my previous position	3.6
Employed in the same agency but in the different position	3.6
No longer employed in the same agency	92.9
12. Identification of self as a social worker to other people	
Yes	98.9
No	1.1
13. Continue to additional academic degree	
Yes	9.0
No	91.0

Notes:

¹ N=44 in cohort 1; and N=45 in cohort 2

PPP graduates as potential leaders in the field were members of professional organization with approximately 76% being affiliated with the National Association of Social Workers. Approximately 45% were members of aging related organizations. Another 25.9% were part of other professionally related organizations.

PPP graduates (38.2%) identified leadership responsibilities as board and committee members, presentations at conferences and educational programs as well as teaching and

mentoring students. Most all (97.7% of the graduates valued PPP training as useful or very useful in the current career.

Table 19. PPP Graduates at 1-2 Year(s) (N=89)¹ (Continued)

	%
14. Current member of any professional organization	
Yes	63.6
No	36.4
14-A. If yes, names of organization²	
National Association of Social Workers (NASW)	75.9
Council on Social Work Education (CSWE)	1.7
Gerontological Society of America (GSA)	13.8
American Association of Aging (ASA)	25.9
American Geriatric Society (AGS)	5.2
Other	25.9
15. Currently involved any leadership activities in social work or aging	38.2
Yes	62.8
No	
15-A. Types of activities²	2.9
Board member	29.4
Committee member	41.2
Presentations at professional conferences	41.2
Presentations at educational programs for the public	23.5
Teach or train professionals	26.5
Mentor	
16. How useful Hartford Program in preparing for your career	2.3
Not useful	34.1
Useful	63.6
Very useful	

Notes:

¹ N=44 in cohort 1; and N=45 in cohort 2

² multiple response was possible.

Table 20. Top Five Work Settings of PPP Graduates at 1-2 Year(s)¹

Work Settings	%
1. Hospital	32.5
2. Care/case management	19.3
3. Social service agency	19.3
4. Mental health	15.7
5. Long-Term care	14.5

Note:

¹ Multiple response was possible.

SECTION IV: PPP INSTITUTIONAL OUTCOMES

The PPP Collaborative Evaluation took into consideration the organizational characteristics of the participating universities or “institutions” in developing this educational innovation. Organizational resources were considered relevant to both successful program implementation and to the eventual institutionalization of new models of field education.

The background data was collected on each demonstration site from a variety of sources including: planning and implementation grant proposals, interim progress reports, CSWE statistical reports, and direct queries to site representatives. Data was collected on characteristics of the universities, social work programs, and field education programs for 1998 to 2000. These background institutional characteristics were reported in the PPP Collaborative Evaluation Report I.

In Report II, the background institutional characteristics are compared to those in place at the end of the implementation period, academic year 2002-2003. Data for this period was collected through a survey of the demonstration sites and was supplemented by data from site interim reports to the PPP Coordinating Center and CSWE reports. The figures reported in this section are for the period before the enhanced field education program was initiated or “baseline” (1998-2000) and for academic year 2002-2003, the third year of implementation (Outcome). The six demonstration sites include the collaborative efforts of 11 universities. Institutional data is reported on each of the 11 universities.

The use of the term “outcome” does not mean to infer a causal relationship of the PPP to all changes occurring during this time period. Some institutional changes relating closely to this educational innovation may related directly or indirectly to PPP system interventions, such as the increased numbers of aging agencies connected to the university. Hence, the term “outcome” is used to denote changes that occurred within the system during the period of time in which the PPP was implemented.

UNIVERSITY AND SOCIAL WORK DEPARTMENT CHARACTERISTICS

University and School Size

PPP implementation sites are within relatively large universities with a mean size of 27,260 students. The range of student body size is from 16,901 to 37,846. The universities have faculty assets that compose relatively low faculty to student ratios with the mean being 1:22.

The social work programs within which the PPP has been implemented are also relatively large. Change rates for combine figures will be noted. The number of graduate social work students is on average 362 at pre and 384 when the program ended. The range of number of MSW students is 52 and 670 pre PPP and from 201 to 775 when PPP grants ended. The size of the faculty in the schools or departments of social work is on average 20 before the PPPs started and 31 at the end of the grants with a range of between 17-50. Faculty student ratios are between 1:17 to 1:12.

Table 20. University Size: Students and Faculty

PPP SITE	Total Undergrad/ Grad Students	University Total FT Faculty	Total MSW Students (FT&PT)		Total Full-time SW Faculty	
			Bsln	Post	Bsln	Post
1	16,901	511	416	389	26	28
2a	19,783	531	193	190	15	26
2b	31,347	1,528	135	143	15	37
2c	32,651	1,604	290	315	---	37
3a	3,3351	2,532	180	187	16	22
3b	37,846	2,993	485	543	23	34
3c	26,937	653	52	201	10	17
3d	20,001	584	604	545	22	26
4	26,990	868	363	320	23	25
5	27,790	903	670	775	36	39
6	30,011	977	604	620	43	50
TOTAL	303,608	13,684	3992	4228	229	341

Gerontology Resources and University Characteristics

Nine of the 11 universities collaborating in the PPP had Gerontology Centers on campus before starting to build the PPP field education program. At the time of reporting for the last year an additional site had a Gerontology Center and one university had a Center in development. One site that had reported a Center in 1998-2000 did not report it in 2002-2003. Four of the universities had medical schools on campus. This is frequently a resource related to both size of the university, organizational resources and in some cases assets related to health and aging.

Seven of the universities had certificate programs in gerontology both as the PPP was initiated and at the end of implementation. One university had begun a gerontology certificate during the period of implementation. Two universities had undergraduate programs in gerontology at the beginning and ending of the PPP implementation. One university initiated an undergraduate program during this time period. Four PPP universities offered master's programs in gerontology and one university initiated a gerontology program.

Six universities had Hartford grants other than the PPP grant at implementation and that number doubled by 2002—2003 to eight universities with Hartford grants. This included universities that had been successful in programs related to the Geriatric Social Work Initiative including GeroRich, Hartford, Scholars and Hartford Fellows.

Overall the PPP universities during the time period of implementation increased institutional resources by 1 Gerontology Center, 1 gerontology certificate program, one undergraduate program, one master's program and four Hartford grants. One Gerontology Center was lost.

Table 22. Gerontology Resources at PPP Universities

PPP Site	Gero Center		Medical Center		Gero Certification		Undergrad in Gero		Masters in Gero		Other Hartford Grants	
1	X	*										*
2a		*	X	*							X	
2b	X				X	*			X	*	X	
2c	X	*			X	*		*	X	*	X	*
3a	X	*	X	*								*
3b	X	*	X	*	X	*	X	*	X	*		*
3c	X	*			X	*	X	*				*
3d	X	*			X	*			X	*		*
4		⊛				*					X	*
5	X	*			X	*					X	
6	X	*	X	*	X	*				*	X	*
Total	9	10	4	4	7	8	2	3	4	5	6	8

X = Characteristic existing prior to PPP (1998 - 2000)

***** = Existing Characteristic reported in 2002-2003

⊛ = Pending

Gerontology Resources and Social Work Program Characteristics

Eight of the 11 participating graduate social work programs had concentrations or specializations in aging at baseline; at the end of implementation 9 programs had aging specializations or concentrations. One social work program began an aging specialization or concentration during this period. One university's social work program was first accredited during the implementation period.

Having a dean or chair of the department or school who is a gerontologist is considered an asset to the development of aging resources. Two of the social work programs had a dean or chair in the field of aging. One social work program acquired a dean who was a gerontologist.

The number of aging specific courses offered in social work in these programs varied with a range from 1 to 8 for schools in the year prior to implementation and from 1 to 15 at the end of the grant period. Changes in the offering of aging courses were quite varied from -50% to a 50% increase.

Aging infused courses, those with some aging content, ranged from 0 to 10 at baseline and, at the end of the 3-year grants from 0 to 10 as well. However, six schools reported a

reduction in the number of aging infused courses or perceived the courses as not adequately aging infused at the end of the grant period. Four programs increased the number of aging infused courses. Overall there was a very small increase (4%) in the number of aging infused courses. One school increased from 0 to 7 and another from 1 to 8. These may have been programs that, in addition to having a PPP, received Hartford GeroRich grants specifically to infuse the curriculum with aging.

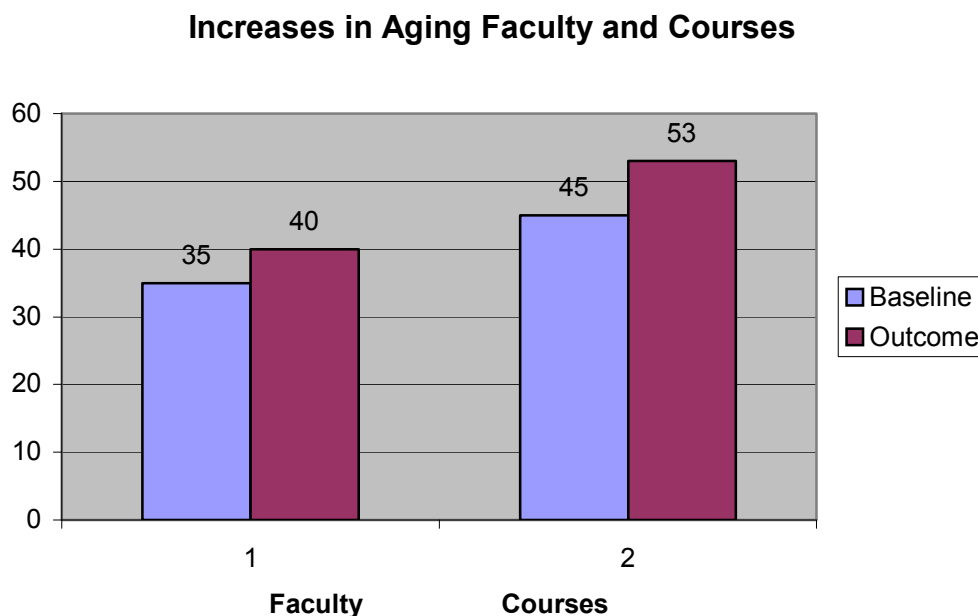
Table 23. Gerontology Characteristics at PPP Social Work Programs

PPP Site	Aging Concentration or Specialty		Dean or Chair in Aging		Aging Specific Courses (n, % change)			Aging Infused Courses (n, % change)		
1					4	7	43%	12	10	-17%
2a	X	*			7	4	-43%	4	1	-75%
2b					1	1	0	2	1	-50%
2c		*			4	2	-50%	4	4	0
3a	X	*	X	*	3	3	0	9.5	9	-6%
3b	X	*			1.33	2	34%	1	8	88%
3c		*	X	*	8	8	0	0	7	100%
3d	X	*		*	8	15	47%	5	3	-40%
4	X	*			3	6	50%	9	6	-33%
5	X	*			2	2	0	2	5	60%
6	X	*			4	3	-25%	3	0	100%
Total	8	9	2	3	45	53	15%	52	54	4%

X = Characteristic existing prior to PPP (1998 - 2000)

* = Existing Characteristic or added and reported in 2002-2003

Figure 18. PPP Social Work Programs Aging Characteristic Change



The size of social work faculty in the universities varied from 10 to 43 faculty members with a mean of 23 members in the year prior to the PPP and an average of 30 in 2002-2003 of from 17 to 50. The number of full time faculty in aging ranged from 1 to 6 before PPP implementation with a mean of 3 and at the end of the program was 3.5 with a range of from 0 to 7. The total number of aging faculty combined increased from 35 to 40. This was a growth of 13% in aging identified faculty. The overall growth in social work faculty across programs is comparatively higher at 33% (computed Table 20).

The number of students in aging ranged from 0 to 175 before PPP in any single MSW program and from 0 to 158 in 2002-2003. Although one university accounts for about half of the students, other universities have much smaller numbers of students in aging. The second highest number of students in any one university was 39. At baseline, four universities had no students in aging. During the outcome survey only one school had no students in aging. The total number of students in aging pre PPP was 318 and in 2002-2003 had grown to 395 a 20% increase. There was a wide range in the changes of numbers of students in aging. Several schools had fewer students in aging at the end of the grant period. However the overall growth in aging social work students in PPP schools of 20% compares favorably with the lower growth for master's level social work students generally at these universities which was 3%.

Table 24. SW Program Characteristics

PPP Site	# Full-time Faculty in Aging			# MSW Students in Aging		
1	5	7	29%	0	14	
2a	1	2	50%	22	21	-5%
2b	1	0		0	0	0
2c	1	1	0	11	28	61%
3a	6	5	-17%	18	24	25%
3b	2	2	0	20	10	-50%
3c	4	4	0	0	14	
3d	4	6	33%	175	158	-10%
4	3	5	40%	39	25	-36%
5	2	1.5	-25%	33	47	30%
6	6	6	0	0	54	
TTL	35	40	13%	318	395	20%

Gerontology Resources and The Social Work Field Education Program

The Field Education Program (FEP) within a graduate social work program is at the center of PPP implementation. It was challenging to measure the size of the FEP because of shared roles of academic and field faculty at some universities, differences in title and responsibilities between programs and other issues.

The total number of full time equivalents identified with FEP at baseline, across all sites, was 54.75 and, during the outcome measurement, was 65.65. Few field education field faculty specifically dedicated to aging were identified at baseline, only 3, across all sites. At the end of implementation it was very modestly larger, 4.5. Thus, most MSW programs represented here do not have field faculty in aging.

Table 27. SW Field Education FTE

PPP Site	# FTE's in MSW Program		# FTE's in Aging	
1	2.75	2.75	0	0
2a	8	6.50	0	1
2b	3	7	0	0
2c	3.5	4.80	0	0
3a	8	7	1	1
3b	9.50	10	0	1
3c	4	7	0	1
3d	7	9	1	0
4	2	3	0	0
5	2	1	0	0
6	5	7.60	1	0.5
Total	54.75	65.65	3	4.5

The total number of agencies used for field education in all demonstration programs, FEPs was 2,226 at baseline and 2,541 at the end of the grant period. There was an overall growth of 12% in the number of agencies identified but most programs reduced the number of agencies.

For aging agencies the range at baseline was from 0 to 86 and at the later period was from 18 to 201. The majority of programs grew in the number of aging agencies with only two reductions. The combined number of agencies went from 349 to 593. The growth in the number of aging agency placements grew by a remarkable 40%.

Table 25. SW Field Agencies

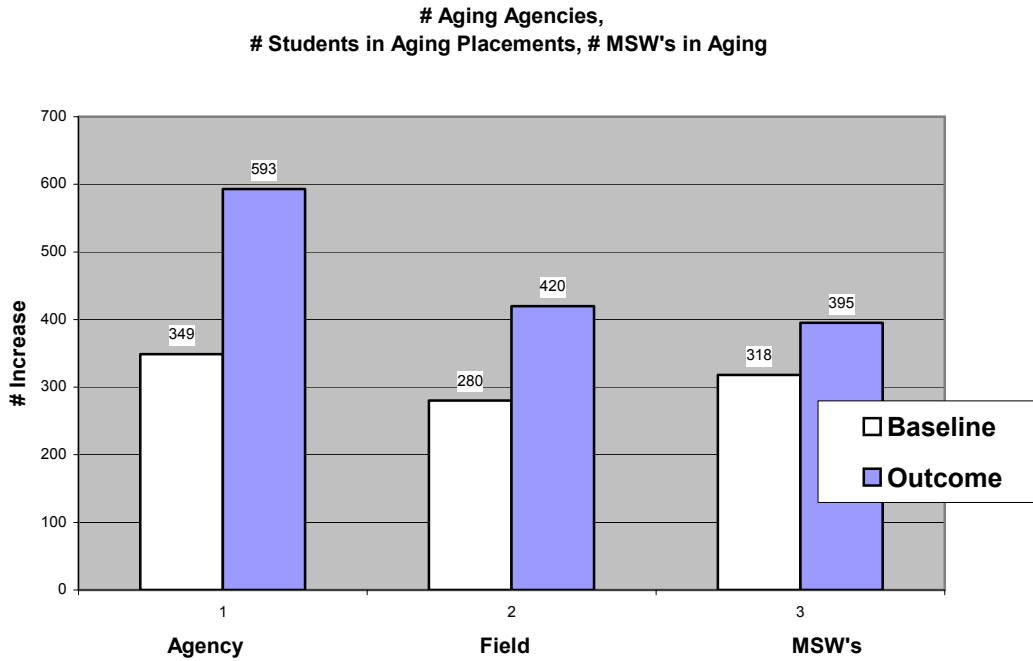
PPP Site	Total # Agencies being used			Total # Aging Agencies being used		
	Baseline	End of Grant	% Change	Baseline	End of Grant	% Change
1	179	195	8%	33	19	-42%
2a	100	300	67%	40	40	0
2b	247	110	-56%	21	28	25%
2c	175	145	-17%	15	20	25%
3a	95	109	13%	9	18	50%
3b	200	250	20%	23	201	89%
3c	0	205		0	90	0
3d	195	192	-2%	86	55	-36%
4	360	360	0	50	32	-36%
5	275	275	0	25	25	0
6	400	400	0	47	65	28%
Total	2226	2541	12%	349	593	41%

At the two points in time measured here the total number of MSW students in practicum placements in all 11 programs was 2,932 and grew to 3,205. The range in number of students in placement at baseline was from 50 to 587 and at the end of the grant was from 119 to 596. This was a growth of combined Schools of 9%. The number of students in aging field placements was 280 at baseline and 420 at the last measurement time. Student placement in an aging agency is not dependent on being in a gerontology specialization or concentration. Schools ranged from having from 0 to 93 at baseline and 10 to 74 at the end of implementation. Though five schools had reductions in the number of students placed in aging agencies. The overall gain in students placed in the field of aging was a 33% gain compared to the general gain in field placements of 9%.

Table 26. SW Field Placements

PPP Site	Total # Students in Field Placements			# Students in Aging Field Placements		
	Baseline	End of Grant	% Change	Baseline	End of Grant	% Change
1	266	302	12%	17	29	41%
2a	100	190	47%	22	21	-5%
2b	152	150	-1%	34	32	-6%
2c	230	240	4%	11	10	-.08%
3a	174	187	7%	18	28	36%
3b	395	362	-8%	20	41	51%
3c	50	119	58%	0	29	
3d	320	385	17%	93	74	-20%
4	223	199	-11%	8	44	82%
5	435	475	8%	33	47	30%
6	587	596	-2%	24	65	63%
Total	2932	3205	9%	280	420	33%

Figure 19. SW Program Aging Characteristics



PPP Characteristics

Table 28. PPP Capacity and Change: A Comparison on YR1 and YR3

PPP Site	Capacity (n, % change)			Applicants (n, % change)			Accepted (n, % change)			Started (n, % change)			% of Capacity Filled	
	n	%	change	n	%	change	n	%	change	n	%	change	%	%
1	12	16	25%	12	20	30%	12	17	29%	12	16	25%	100%	100%
2	16	21	24%	22	18	-18%	17	12	-29%	14	11	-21%	88%	52%
3	13	15	13%	21	20	-5%	13	15	13%	13	15	13%	100%	100%
4	13	13	---	13	15	13%	12	13	8%	12	13	8%	92%	100%
5	15	15	---	26	40	35%	16	18	11%	13	15	13%	87%	100%
6	32	32	---	56	52	-7%	32	36	11%	27	30	10%	84%	94%
TTL	101	112	10%	150	165	9%	102	111	8%	91	100	8%	90%	89%

Each PPP demonstration program recruited students to specialize in the field of aging and established specific admission criteria for their programs. Some programs targeted students with leadership potential for the field of aging.

The PPPs were all relatively small, intensive programs for students specializing in aging. They ranged in size from 12 to 36 students each year. Two sites included students from several universities; their consortia included 3 and 4 social work programs respectively. The PPPs drew about 67% more students than they had capacity for accepting and thus, accepted about 67% of those who applied. The acceptance rate varied by site.

Thus, in examining program numbers there are a variety of student counts involved in the process. There were differences between number of students recruited and the number admitted. Students admitted might also not have accepted the internship due to a variety of factors. Thus, the numbers accepted and actually starting the program varied.

A further complexity of the admissions and retention picture is that a few programs started students at times in midyear and these students are not reflected in the start of the year acceptance numbers. This accounts for some programs that actually had more students starting the program than were officially reflected at the start of admissions. Further the number of students completing PPP vary from those admitted as examples YR1 had 82 out of 95 or an 85% completion rate and YR2 99 of 106, a 93% completion rate.

From the first to the third year of program implementation, changes occurred in the recruitment, acceptance and retention of students. In addition, some programs changed in their capacity. Half of the PPP sites saw increases in the number of students applying and half saw slight decreases. All but one program grew in the number of students accepted and starting the program. Two smaller programs were at full capacity the first year and four were at full capacity the third year.

SECTION V: SUMMARY, DISCUSSION AND NEXT STAGE EVALUATION

Education for all of the health professions has, at the core of their training, supervised practice in the field. The PPP Collaborative Evaluation designed and implemented an evaluation strategy to collect, synthesize, and analyze data and disseminate findings on this innovative field education program for students specializing in working with older adults. This program is one aspect of the Hartford Geriatric Social Work Initiative, the only one focusing on field education.

Field education for work with older persons provides unique opportunities to impact geriatric social work practice. Three contributions emerge from the literature and the current evaluation. First, the practicum is the one opportunity in the education process to work with older adults and their families. Experience with older adults has, in other professions and generally for gerontology careers, been a significant factor in positively relating to continued interest in the field of aging. Learning about older persons in class is not the same as learning that takes place with older adults themselves. In this evaluation previous experience with older adults related to their current learning outcomes. In later analysis we can evaluate the career impact of this intense field experience with older adults on the career choices of those trained with the PPP model.

Second, the practicum provides future practitioners with experience in the rapidly changing social and health care systems in which older adults are served. In the classroom these services may be described discretely and to some degree in past tense. New legislation and funding mechanisms influence the field so rapidly the academic training provides a background for the current delivery system but not the emerging programs and reorganization. The PPP model has gone further to train geriatric social workers within the continuum of care in which older persons receive services over time. Defining the continuum in different ways, all PPPs provide students with experience to acknowledge that though the professional may work within an agency the older persons they serve receive services from multiple providers. This second element of the PPP model is a two-way channel of influencing care of older persons

because the enhanced field education model impacts practitioners and supervisors as well as students. The PPP competencies and other key elements may impact practitioners in agencies along the continuum. This impact on community practice is beyond the scope of the current evaluation but is being considered for evaluation by the NYAM PPP Coordinating Center.

A PPP key element is Competency-Driven Education. This is a distinctive contribution coming from the field. Knowledge and values put to action in skills is the essential function of field education. The PPP model has laid a foundation for competency-based education in geriatric social work. As presented in this evaluation, students perceive significant growth in all domains of competency. Identifying that there are social work practice skills particular to work with older adults is a first step in measuring the impact of geriatrically competent social workers in serving older adults in specific services along the continuum. This will be a major endeavor that lies ahead for the profession.

The PPP Collaborative Evaluation, through the establishment of the PPP Evaluation Committee composed of faculty from each of the PPP sites, facilitated and supported by the NYAM Coordinating Center has:

1. Identified PPP key elements across sites that create a model of geriatric field education
2. Developed an evaluation model for identifying and measuring the institutional variables as well as students characteristics relevant to successful geriatric social work field education
3. Collected through secondary data institutional and student body characteristics as background variables for the PPP implementation
4. Standardized instruments to evaluate student outcome across university sites
5. Developed a Geriatric Social Work Skill Instrument for measuring student competency
6. Created an integrated data-base for measuring outcomes across sites through survey implementation guidelines and standardized codebooks

This PPP Evaluation Report II describes the student profile of PPP student's completing training in the implementation sites from academic years 2000 to 2003. The number of students nationally in PPP field education grew markedly each year. PPP students can be described as:

- Diverse in age and ethnicity
- Predominantly second year full time MSW students from a variety of major
- Almost half the students had and half had not taken course work in aging
- Experience with older adults though varied.

The PPP Evaluation brought significant evidence to student's success in learning and in satisfaction. The following are some highlights of the findings:

- Improvement in student's knowledge on the general Facts on Aging Quiz
- Increased competence in work with older adults related to specific domains of practice
- High levels of satisfaction with the PPP
- Strong levels of interest in careers in aging

The PPP Career Tracking Survey showed evidence of:

- Students finding aging related position post graduation
- Opportunities in a variety of aging services for social work

- Career assistance through PPP
- Salary adequacy
- Commitment to the field of aging
- Leadership development

The institutional surveys of PPP programs found that PPP programs were:

- Large as Schools of Social work and within large universities
- Aging rich by some major characteristics such as having Centers of Aging

Institutional gains during the period of implementation included:

- Increase in number of students specializing in social work and aging
- Increase in number of students in aging placements
- Increase in number of aging agencies related to the university
- Some increase in courses in aging

All increases varied between sites and is reason to study further differences in institutional outcomes. There were important areas where gains were small and others where there were reductions such as aging infused classes at some Schools.

The PPP distinguishes itself as the Hartford Geriatric Social Work Initiative that concentrates its intervention on field education to prepare specialists in geriatric social work. In contrast, other Hartford Geriatric Social Work Initiatives infuse aging content into classroom curricula to better prepare generalist social work practitioners to understand aging. GeroRich enhances the curricula of both baccalaureate and master's level social work education with aging content. SAGE-SW provides curricula materials and faculty development in order to integrate the best in aging content. PPP's target is for persons who will concentrate their career in geriatrics/gerontology. PPP's may have a systemic impact on organization not only on geriatric field programs but also on field education generally at their institutions. Further evaluation is needed to measure the broader impact of PPP on social work field education. Extended career tracking could add to the professions' knowledge of the trajectory of graduates of this enhanced field education model.

The next PPP Evaluation Report will include:

- Description of Key Elements of PPP Intervention
- Sustainability Study of PPP Post Hartford Grant
- Student Characteristics Related to Outcomes
- Institutional Characteristics Related to Outcomes
- Presentation Revised Geriatric Skill Competency Scale
- Qualitative Content from Students on PPP and Careers in Aging