

The Hartford Partnership Program for Aging Education

2008 CSWE Annual Program Meeting Normalization

Patricia J. Volland
Director, Social Work Leadership Institute
NYAM SVP for Strategy and Business Development

The Social Work Leadership Institute and the HPPAE

The Hartford Partnership Program for Aging Education

- HPPAE is an aging-specific MSW program that focuses on and invests resources in
 - Field education and changes to traditional SW education
 - Preparing leaders in social work to improve care for older adults/their families
- Focuses on multiple client needs in multiple settings
 - Rotations actively demonstrate the care continuum
 - Students are exposed to micro- and macro- systems of practice



HPPAE Six Essential Components

1. University-community partnership
2. Expanded role of the field instructor
3. Student recruitment
4. Competency-based education
5. Field rotations
6. Leadership

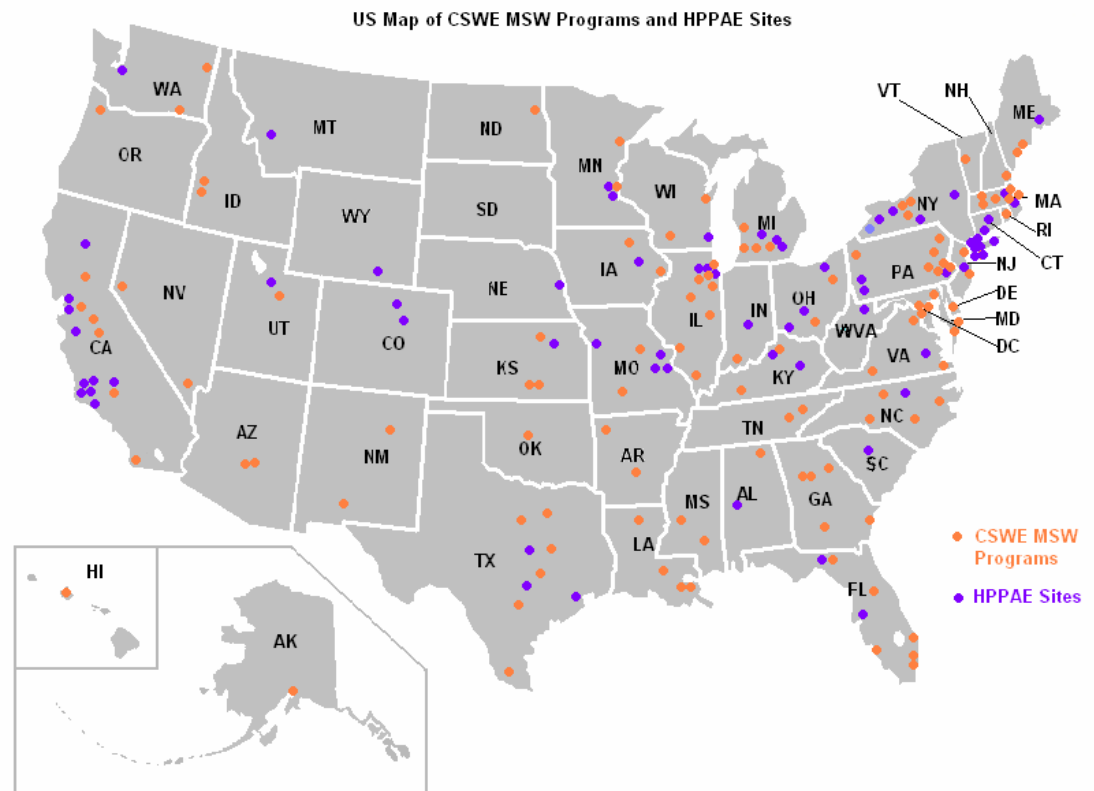
SWLI's National Advisory Panel's role in HPPAE Normalization

- Assist SWLI to create best strategy for collaborative approach to expanding HPPAE
- Help SWLI expand a network of partners to assist schools in implementing and sustaining the HPPAE
- Work with leaders at multiple levels to increase competency and to strengthen the workforce to care for older adults
- Support dissemination of knowledge and share expertise in implementing and sustaining HPPAE

HPPAE Current Number of Programs

- Planning Grants = 11
- Cycle 1 grantees = 10
- Cycle 2 grantees = 25
- Cycle 3 grantees = 21

➔ Grand total is 72 programs in 33 states



Ready to create
your HPPAE?



Normalizing the Hartford Partnership Program for Aging Education in Social Work Schools-An emphasis on Competency

Noell L. Rowan, Ph.D., LCSW
Kent School of Social Work
University of Louisville

Competency-Based Education

- Unique to the Hartford Partnership Program for Aging Education are six essential components that create the infrastructure of this model – university-community partnership, expanded role of the field instructor, student recruitment, ***competency-based education***, field rotations, and leadership.

HPPAE Core Competency Areas

- I. Values, Ethics, and Theoretical Perspectives
- II. Assessment
- III. Intervention
- IV. Aging Services, Programs, and Practices

Competency in the Curriculum

- Special Topics Course was added to instill focus on all four competency areas
- Taught by faculty member with gerontology expertise
- Emphasis on providing extra supervision to students who are concurrently in rotation practicum settings

Creating a Gerontology Specialization

- HPPAE provided the structure for MSSW gerontology specialization
- Requires interview with the faculty and a written essay
- Successful completion of at least two gerontology elective courses

Competency in the Gerontology Electives

- Three specific gerontology elective courses are offered:
- Social Gerontology
- Social Work Practice with Older Persons
- Death and Grief
- Taught by nationally recognized Gerontologist or Hospice Social Worker and Nurse

Involvement of multiple levels in social work education

- Courses main focus is MSSW and specialization
- Includes BSW students with increasing numbers enrolling in electives
- Ph.D. students have co-taught electives and one of our doctoral students created a new course this summer- specific areas in gerontology

Competency in monthly seminars

- Seminar topics revolve around student interest areas each year
- Topic Examples:
 - Aging Service Network and Policy
 - HIV/AIDS and Older Adults
 - Substance Abuse and Mental Health and Older Adults
 - Elder Abuse

Involvement of the community in competency based education

- Gerontology supervisors are invited as special guests to monthly seminars
- No cost CEUs
- Some community experts have served on panel presentations or have presented to students in their areas of expertise

Overall Benefits of HPPAE

- Creation of gerontology specialization
- Creation of Consortium of community aging agencies
- Increased partnerships locally (mental health and aging coalition; Department of Geriatric Medicine; Bellarmine University, Department of Physical Therapy)
- Increased partnerships nationally (presentations, networking, publications)

Normalizing the Hartford Partnership Program for Aging Education in Social Work: Leadership Development

2008 CSWE Annual Program Meeting

Debra Fromm Faria

Greater Rochester Collaborative MSW
Program, the College at Brockport,
SUNY and Nazareth College

Normalization of HPPAE: Leadership Development

HPPAE model focuses on Competency and Leadership Development

- Rotational field placement design
- Integrated seminars
- Active engagement with community partners

HPPAE Grantee Perspective: EPAS Standards and Leadership

Respond to Contexts that Shape Policy

- “Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services” (Educational Policy 2.1.9)
- Field Placement Rotational Model and integrated seminars provides students with opportunities to make connections between service delivery systems from a variety of contexts.

HPPAE Grantee Perspective: EPAS Standards and Leadership

Rotational Field Placement Example:

- Primary field placement assignment: inpatient gero-psych unit featuring an interdisciplinary team consisting of psychiatrist, nurse practitioner and social worker.
- Secondary rotation: Skilled nursing facility with a locked behavioral health unit (placement site often used for post-hospitalization after care when SNF level required).

- *“I want to understand how aftercare is provided after the acute stage of the illness. Also, I wonder how they (SNF) engage families to keep them involved”.*

Signature Pedagogy: Field Education

“The intent in field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting... classroom and field are of equal importance within the curriculum and each contributes to the development of requisite competencies of professional practice.”

CSWE Educational Policy 2.3

Integrated Seminar

- A component of the HPPAE model of competency development
- Integrating the rotational field practicum and promoting leadership development.

- *University at Buffalo & The College at Brockport Consortium Model:*
 - **Video Conferences:** Featuring selected topics and Gero-SW Competencies (an examination of two domains of practice)

 - **Field Instructors as Leaders:** Field Instructors as “expert panelists” representing a variety of practice settings

 - **Students as Leaders:** Facilitation of Video Conference Panel



Institute of Medicine (IOM)

Retooling for an Aging America: Building the Health Care Workforce: Leadership Needs

The IOM reports **Barriers recruiting and retaining a competent workforce**

- Negative perspectives about older adults
- Concern about challenging work environments
- Financial disadvantages (low pay across disciplines)
- Insufficient # of faculty with expert gerontology knowledge



After a review of the evidence: The report concludes

“In all the health care professions where efforts to promote geriatric specialization have been undertaken, these efforts have been mostly insufficient to produce a larger number of geriatric leaders.” (Chapter 1 pg. 12)

Leadership Opportunity for Social Work Programs: HPPAE Normalization: Addressing Workforce Shortages

1987 National Institute Report indicated 60,000-70,000 gerontologic social workers needed by 2020.

- Only 4% of social workers (1/3 of that number) have been trained in gerontologic social work (IOM pg S-4)

Top 30 Fastest Growing Occupations in the US 2006-2016

- Mental Health and Substance Abuse Social Workers are expected to increase in demand from 122, 000 social workers in 2006 to 159,000 Social Workers by 2016 (29.9% increase) (IOM report 1-3)



Institute of Medicine (IOM)

Retooling for an Aging America: Building the Health Care Workforce:
Leadership Needs

Need to Prepare Leaders in All Areas

- Clinical competence (clinicians)
- Academic competence (teaching faculty)
- Research (Scholarship, Evidence-Based)
- Prepare geriatric leaders with skills to promote quality and create healthy work environments

(IOM 4-23)



INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES

Advising the Nation. Improving Health.



Institute of Medicine (IOM)

Retooling for an Aging America: Building the Health Care Workforce:
Leadership Challenges addressed by HPPAE

Normalization of the HPPAE model

- Introduces students to multiple practice sites serving older adults
 - Integrating seminars and competency-based practice facilitate build student knowledge and skill capacity reduce stereotypes
- Collaboration with expert community partners build faculty and student knowledge of new service delivery models with older adults
- Gero-competencies provide clear expectations of knowledge, values and skills necessary for effective practice in each domain
- Attention to leadership skill development provides students with skills re: effective team leadership and team work



Benefits of Participating in the HPPAE Model

Opportunities for Closer University and Community Partnerships

- Build on relationship for training and research grants

Enhanced Collaborative Opportunities with other Disciplines engaged in Geriatric Training (Medicine, Nursing, OT, Environmental Design etc)

- Scholarship Partnerships
- Clinical Rotations with Interdisciplinary Features
- Training and Research Grants
- Enhanced Reputation of your School or Program



Normalizing the Hartford Partnership Program for Aging Education in Social Work Schools

2008 CSWE Annual Program Meeting
Philadelphia, Pennsylvania
October 31, 2008

Betty Malks, MSW, LMSW
Director, Santa Clara County
Department of Aging and Adult Services



Highlighting Needs of Social Work Field

1. Growing Aging Adult Population
2. Critical Shortage of Specialists: between 1996 – 2001 decreased 15.9%
3. Unique Needs of Elders
4. Competence of Geriatric Care
5. Demand for Qualified Professionals
6. Lack of Geriatric Content in Curricula

Signature Pedagogy

- Connects theoretical and conceptual to practical world
- Two interrelated components of curriculum, classroom and field, are of equal importance within the curriculum
- Offers exposure to older adults beyond nursing home setting

Use of Rotational Model

- Rotate through multiple field settings, gaining exposure to different care systems and a broad spectrum of life phases
- Wide-ranging hands-on experience in older adult care
- Provides opportunity to learn community resources

Older Adult Matrix

Service Delivery Systems

Life Stages

- Well-Elderly
- Functionally Impaired
- End of Life

Service Delivery

- Wellness/Prevention
- Social Community and Spiritual Engagement
- Housing
- Mental Health Care
- Health Care
- Legal
- Planning/Advocacy

Incentives for Field Instructors

- Serve as Adjunct Faculty
- Speaker in Specialized Series
- Conducting Workshops
- Opportunity to Take Course or Certification Program
- Members of Committees or Workgroups
- Leadership Development

Benefits of Community Partnerships

- Recognize and support the knowledge, experience and competencies of community agencies
- Recognize the time that agency staff spend training and supervising students
- Ensure community agencies are deriving benefits from participation in the project

University-Community Partnerships

- Multi-faceted
 - Practical, educational and facilitative
- Provide opportunities for regular meetings
 - Feedback, problem solving, networking, information dissemination
- Concrete presence in community
 - Maintain Functioning Collaborative
 - Discover Local needs
 - Base for other aging focused efforts

Results of Increased Collaboration Shared Responsibilities

- **Community Agencies**
 - Program Improvements
 - Better Coordinated Services
 - Higher Quality of Care
- **Social Work Students**
 - Strengthened Educational Knowledge
 - Exposure to Continuum of Care
 - Integrated Field and Classroom Experience

The Hartford Partnership Program

- Infusion of geriatric content in curricula critical to meet the need of the future
- An important model to address shortage of skilled practitioners in aging
- Community and academia collaborate to shape curricular and field experiences in order to expand existing workforce to meet needs of increasing geriatric population

The Hartford Partnership Program for Aging Education: The Case for Implementation

2008 CSWE Annual Program Meeting

Paula Allen-Meares, PhD, MSW
Norma Radin Collegiate Professor of Social
Work and Professor of Education
Dean Emeritus
University of Michigan, School of Social Work

Why HPPAE?

It Makes Good Business Sense

- I. Focus on Field Education
- II. Competency-Based Education
- III. Addresses Workforce Shortage and Builds Workforce Skills
- IV. Builds Leaders: Micro and Macro
- V. Transforms Relationship between University and Community
- VI. Cultivates Student Interest
- VII. Resources Reallocated in Creative Manner

HPPAE and 2008 CSWE EPAS

Field Education

- CSWE Educational Policy 2.3—Signature Pedagogy: Field Education
 - *...In social work, the signature pedagogy is field education... field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.*
- The HPPAE utilizes a rotational field education model grounded in competency-based education and provides expanded role for field instructor
- Students acquire a broad range of experience across a continuum of care, enhancing their preparation for working with diverse population of older adults in diverse settings

2008 CSWE EPAS and HPPAE

Competency-Based Education

2008 CSWE EPAS:

- Identifies ten core competencies expected for the MSW foundation and the BSW generalist levels (EP 2.1)
- Indicates MSW/BSW programs may develop further competencies consistent with their mission, goals and larger context, including *demographic changes and workforce needs* (EP 1.2)
- States MSW curriculum prepares its graduates for advanced practice through mastery of 10 core competencies *augmented by knowledge and practice behaviors specific to a concentration.* (EP M2.2)

HPPAE Focus on Competency-Based Education

- HPPAE *Social Work with Aging Skill Competency Scale II* contains 40 items with both micro and macro content organized into 4 domains:
 - I. Values, Ethics, and Theoretical Perspectives
 - II. Assessment
 - III. Intervention
 - IV. Aging Services, Programs, and Practices
- This scale was implemented in Cycle 1 of the HPPAE, representing the 10 programs funded in the first cohort (1999-2003)
- This scale, still in use during HPPAE Cycles 2 and 3, is a 5-point scale from “not skilled” to “expert”

HPPAE Focus on Competency-Based Education

- Element I: Adopt HPPAE competencies for geriatric social work education
 - Shared with all members of the partnership
- Element II: Identify individual student learning goals
 - Competencies used to develop goals: formal learning agreement
- Element III: Select field sites, rotations, and assignments
 - Specific learning opportunities structured into the field site to ensure competency attainment
- Element IV: Integrate class and field work learning
 - Same set of competencies across advanced classroom and field learning
- Element V: Assess student skill level and progress
 - Evaluation at beginning and completion of program; also planning tool

IOM Workforce Challenge

IOM Report “Retooling for an Aging America”

Three-Pronged Strategy

1. Enhance the competence of all individuals in the delivery of geriatric care
 - **HPPAE Competency-based training and evaluation**
2. Increase the recruitment and retention of geriatric specialists and caregivers
 - **HPPAE recruits and trains next generation of aging-expert social workers**
3. Redesign models of care and broaden provider and patient roles to achieve greater flexibility
 - **HPPAE field education model provides students with broad spectrum of experience and skills**

HPPAE Leadership Challenge

- Opportunity for Leadership Role with HPPAE
 - Engage social work community to address critical shortage of elder-serving social workers
 - Build university and community partnerships to expand training opportunities, serve community needs, and develop workforce
 - Recruit and train new cohorts of leaders to grow and sustain these partnerships
 - Deans and Directors
 - Field Directors
 - Students
 - Community-based agencies

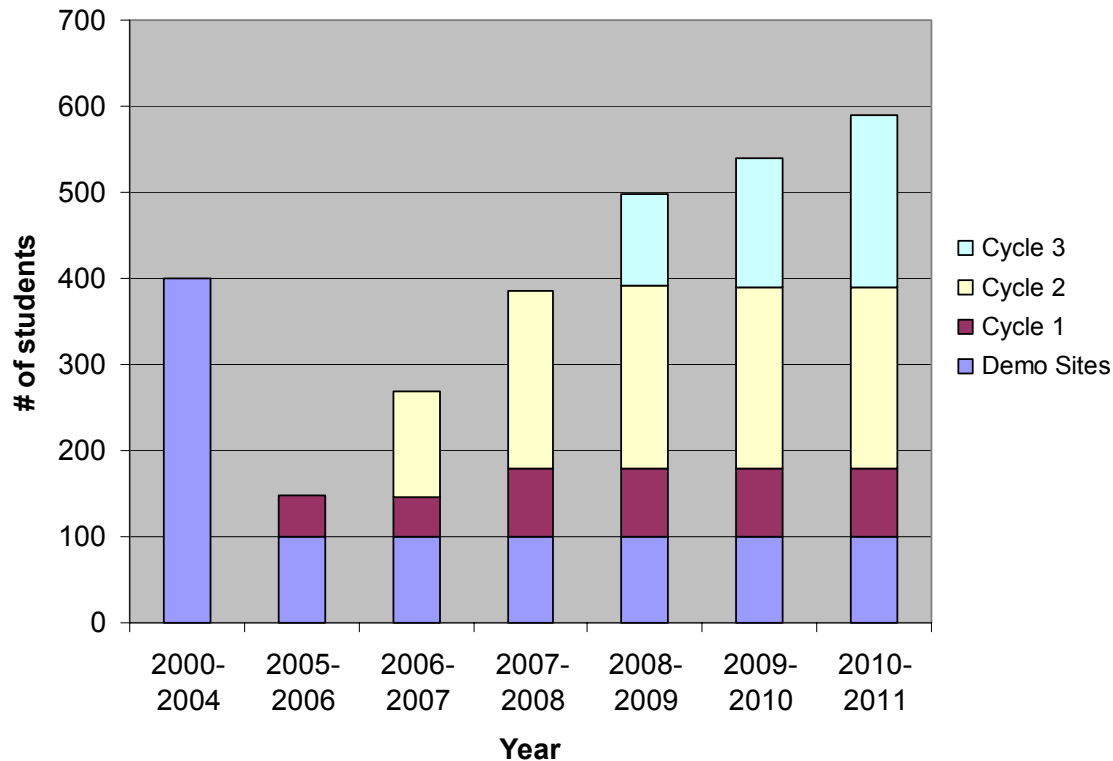
HPPAE University-Community Partnership

Transforms the relationship between the academic institution and the community

- Provides *mutually beneficial* exchange of resources between university and community
- Partnership structure *collaborative* rather than hierarchical
- Partner to create qualified work force

HPPAE Cultivates Student Interest

Number of Students Graduated, Proposed, and Estimated for HPPAE Demonstration Sites, Cycle 1, 2, and 3 (2000-2011)



- Working to train over 2500 students by 2011
- 80% of graduates employed in aging

HPPAE Creative Resource Reallocation

- Community partners provide fundraising support and/or stipends
- Schools absorb the cost of the program (seminars, events, field director time, stipends)
- “Business as Usual” - the program continues at no extra expense
- Foundation support
- Work study programs
- Federal, State or Local funding for stipends and/or service commitments post graduation
- Alumni could also be encouraged to provide non-monetary support - becoming a field instructor

Normalization: Spreading the HPPAE

Jarmin Yeh, MSSW, MPH
Jeannine Melly, MPH
The Social Work Leadership Institute at
The New York Academy of Medicine

Goals for HPPAE Normalization

- Assist currently funded HPPAE schools sustain their program
- Establish HPPAE as the norm for aging education in all accredited MSW programs

Rationale for Normalization

- Complies with EPAS standards
- Helps the profession address the demands of a rapidly aging population and anticipated workforce needs (IOM)
- Has demonstrated success in current MSW programs
- Students reap the benefits of a rewarding profession
- Initiates a chain of positive change – ‘multiplier effect’
- Collaboration among peers is effective

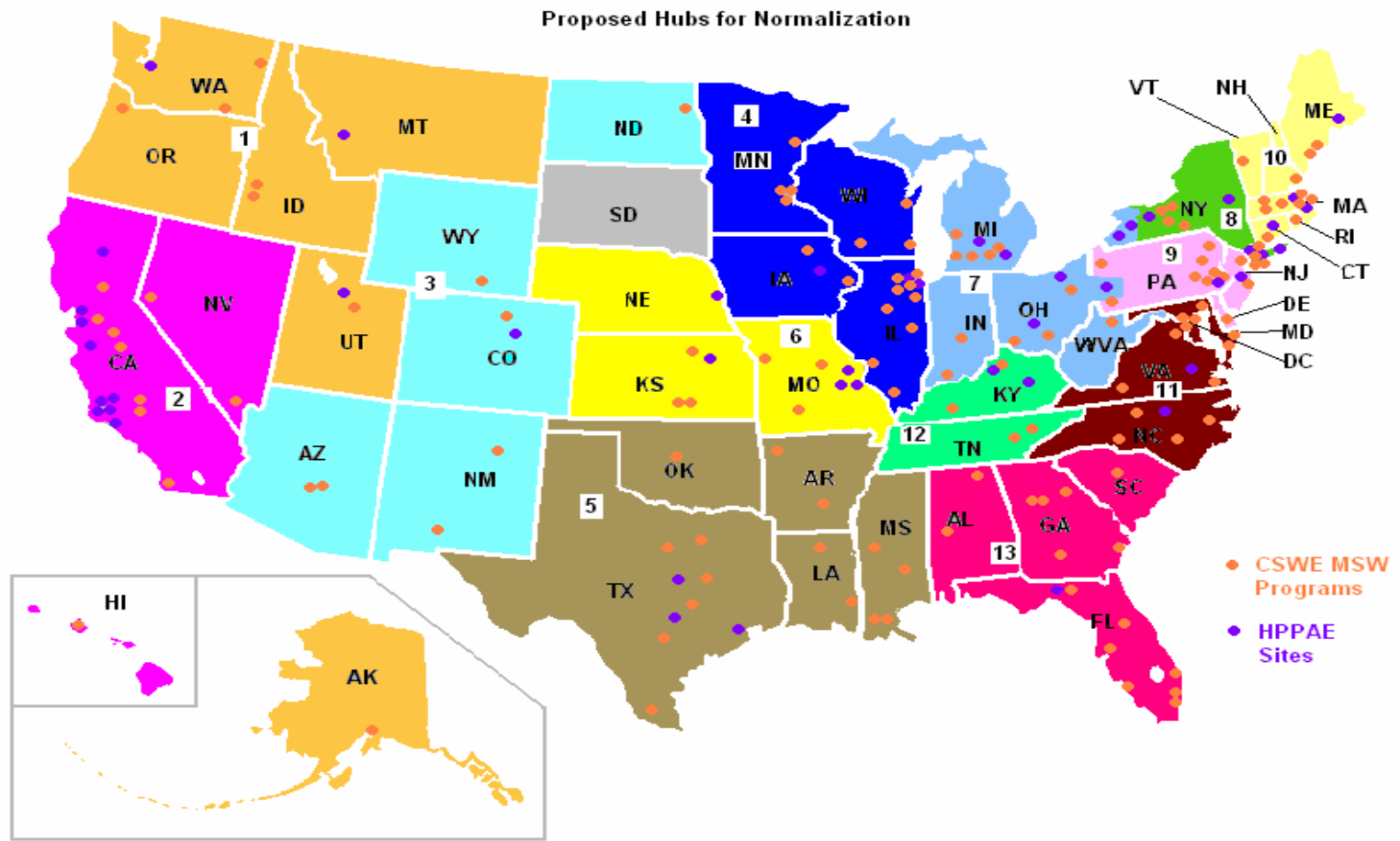
Normalization Process

- National Advisory Panel
- Identify regional hub network
- Develop leadership at the local levels
- Initiate collaboration with local schools

A Collaborative Framework

- Creates a structure in which schools can easily learn from each other and from recognized experts.
- Provides a network that supports positive change.
- Close the gap in knowledge

Proposed “Hubs for Normalization”



Implementation of Normalization

- NAP identified Region 5 as the pilot: Texas, Oklahoma, Louisiana, Mississippi and Arkansas
- Hub is University of Houston
- HPPAE Schools in region:
 - University of Texas, Austin
 - Baylor University
 - Texas State University, San Marcos

Implementing the Spread

Region includes 16 non-HPPAE schools

- Our Lady of the Lake University, TX
- Stephen F. Austin University, TX
- Texas A&M University-Commerce
- University of Texas – Arlington
- University of Texas – Houston Health Science Center
- University of Texas - Pan American
- University of Texas - San Antonio
- University of Oklahoma, OK
- University of Arkansas, AR
- University of Arkansas at Little Rock, AR
- Grambling State University, LA
- Louisiana State University, LA
- Southern University at New Orleans, LA
- Tulane University, LA
- Jackson State University, MS
- University of Southern Mississippi, MS



Methods

- Business case
- Communications
- Outreach/information sharing
- One day meeting at University of Houston for Deans, Directors, faculty and field directors from pilot region schools

Methods

- Mentors
- Technical Assistance
 - On-site
 - Materials
 - Via Web

www.socialworkleadership.org

****Coming soon: www.hartfordpartnership.org****

The SWLI Team

- **Patricia Volland**, SVP, NYAM and Director, SWLI
- **Jeannine Melly**, Deputy Director, SWLI
- **Oscar Bernal**, Research Associate
- **Kadia Darby**, Administrative Assistant
- **Joseph Shuluk**, Program Assistant
- **Julia Spring**, Policy Associate
- **Carin Tinney**, Associate Program Officer
- **Liz Wright**, Program Associate
- **Jarmin Yeh**, Program Strategy Associate
- **Sara Hyler**, Social Work Intern
- **Walai Jantawiboon**, Social Work Intern