

Geriatric Social Work Education Consortium GSWEC
OPERATIONAL MANUAL

Revised 2016-2017

A Field Education Model for Aging Specializations in MSW Programs

Initially a project of the Social Work Leadership Institute at the New York Academy of Medicine

*Originally Funded by the John A. Hartford Foundation of New York City
The Geriatric Social Work Initiative*

ACKNOWLEDGEMENTS

We are grateful to The John A. Hartford Foundation, and specifically, their Geriatric Social Work Initiative, for providing the opportunity to develop and implement this innovative field education program. In 1998, the John A. Hartford Foundation embarked upon funding programs designed to strengthen geriatric social work education, prepare competent social workers, and thereby improve the care and well-being of older adults and their families. The Practicum Partnership Program (PPP) that spawned the GSWEC Consortium was just one of several programs in the Initiative and the only one that focused on social work field education.

We also acknowledge the contributions of the first participants in the PPP, including: Principal Investigators of the demonstration programs: Joann Ivry and Rose Dobroff; June Simmons and JoAnn Damron-Rodriguez; Anne E. “Ricky” Fortune; Barrie Robinson and Andrew Scharlach; Virginia Cooke Robbins; and Lily Jarman-Reisch and Ruth Dunkle. The leadership, vision, and hard work demonstrated in their own social work programs have resulted in successful, innovative PPP internship programs. In addition, their participation in cross-site activities such as committees, retreats, and presentations enriched the foundation of the original partnership program.

Following the end of the grant funded pilot, the Geriatric Social Work Education Consortium (GSWEC) has been sustained as a voluntary collaboration.. The consortium members include agency directors, agency field education coordinators, field instructors, university field directors, and field faculty liaisons that have collaborated for more than fifteen years to implement an enriched internship experience in geriatric social work education for more than five hundred students, preparing them for practice and leadership in the field of aging. The program is predicated on the belief that to educate students effectively, community agencies, practitioners and academia must work together as educational partners. The benefits of university-community partnerships have already had a transformative effect on social work education in geriatrics.

Since the inception of GSWEC in 1998, participants have observed the following outcomes:

- The creation and implementation of an excellent field education program for graduate social work students specializing in aging that routinely earns positive evaluations from the students.
- An increased interest in aging as a field of practice among students due to the intensive effort of faculty at the universities and agency professionals to promote this interest. Each year the GSWEC Open House/Orientation has drawn an increased number of interested students.
- An increased work force of well qualified geriatric social workers available to work in the community.

We wish to pay tribute to the resilience and on-going success of this voluntary collaboration. Each year membership grows and changes. Please see Appendix A for a roster of current GSWEC membership.

The Importance of Educating for Competent Social Work Practice in Aging

The population in America is aging rapidly. The population 65 and over has increased from 35 million in 2000 to 41.4 million in 2011 (an 18% increase) and is projected to more than double to 92 million in 2060. By 2040, there will be about 79.7 million older persons, over twice their number in 2000. People 65+ represented 13.3% of the population in the year 2011 but are expected to grow to be 21% of the population by 2040. The 85+ population is projected to triple from 5.7 million in 2011 to 14.1 million in 2040. (A Profile of Older Americans: 2012 – Administration on Aging). The population of older people is, and will be, increasingly diverse in ethnicity, economic status, and functional ability.

Thanks to important advances in medicine, many older adults are experiencing better health and more comfortable lifestyles and continue to make valuable contributions to family, community, and society. On the other hand, as adults age, they are confronted by many challenges to physical and cognitive functioning, social supports, and resources. Chronic disease conditions, and disability now replace acute illness as the largest type of health problem, one that requires collaborative management by health care professionals, patients, and families over a long period of time.

Social workers trained to be leaders in the field of aging are key professionals in the service delivery system, assisting older adults to navigate challenges to their health and well-being. Many studies have established that a shortage of professional social workers exists, especially social workers that possess expertise in aging. Other studies have documented the need for social work degree programs to train social workers for careers in aging and to engage the interest of social work students to specialize in working with older adults. The mission of GSWEC is to prepare social workers with skills to fill this need by providing direct services, developing programs and providing policy solutions.

An Overview of the Geriatric Social Work Education Consortium Program

MISSION STATEMENT

The Geriatric Social Work Education Consortium (GSWEC) is a collaborative between Southern California Schools of Social Work and community-based agencies serving older adults and developing strong social work leadership in the field of geriatrics. Teaching to the Council on Social Work Education (CSWE) geriatric core competencies and selecting top tier and motivated students, GSWEC strives to develop highly skilled geriatric social workers by providing stipended internships and specialized training.

Goals

The overarching goal of the Geriatric Social Work Education Consortium internship program is to increase the number of students who specialize in working with older adults by developing “aging-rich” field internships in the graduate social work education programs within both Los Angeles and Orange County. Ultimately the goal is also to increase the number of social workers who are prepared to be leaders in the field of aging. The program is available to MSW students who are entering their second internship as required for their degree.

Components

The essential components of the GSWEC Internship program are:

- The University-Community Partnership
- Expanded Role for the Field Instructor
- Competency Based Education
- Field Rotations
- Student Recruitment

These five components provide an integrated, coordinated and comprehensive program designed to attract students to geriatric social work practice, and to educate them to demonstrate expertise in working with older adults.

The University-Community Partnership

The GSWEC program is built upon a collaboration between the graduate social work (MSW) programs and member agencies or organizations that provide a diverse array of services and programs for older adults and their families. This partnership is solidified at regularly scheduled GSWEC Steering Committee meetings and is the vehicle through which this unique field education program is conceived, implemented and evaluated. The universities bring expertise in theory, educational methods, and research while agencies contribute knowledge about the realities of the current practice environment, and the skills needed for practice. Throughout the tenure of this collaboration, participants have observed that the synergy created by organizations working together in a formal consortium results in creative thinking and new, wider ranging, and more effective approaches to both education and community services.

Operationalizing The University-Community Partnership

The “work” of the individuals representing the universities and the agencies occurs through the GSWEC Steering Committee and has the following functions:

- Designing and organizing the field education program for the students, including the planning of three all day student trainings during the school year
- Development of the learning experience including
 - Geriatric Competencies that guide the learning experience
 - Student Macro Project to ensure trainees develop a broad range of skills
 - Rotational model to ensure trainees not only have broad skill development but firsthand experience with a range of older adult needs and abilities.
- Preparing written materials that describe the GSWEC program, agencies, and learning opportunities available to students at each site
- Planning student recruitment strategies, including appearances at the universities and the staging of the annual Orientation/Open House recruitment event
- Evaluating the program’s effectiveness
- Revising the program as needed, including the expansion of internship sites and university partners to meet the growing demands of student participation, and developing associations and opportunities for the program’s alumni.

As a voluntary consortium, GSWEC has no formal staffing. In order to sustain the work of the committee, each agency’s and university’s representative(s) on the steering committee is expected to participate in carrying out the functions of the committee.

See Appendix B for the Memos of Understanding

Expanded Role for the Field Instructor

Expanding the Role to Become True Educational Partners

Many of us are familiar with the idea that the field instruction process is central to graduate social work education. It provides students with an opportunity to apply and integrate their academic coursework in an agency setting. In our competency-driven, rotationally based education model for graduate students specializing in aging, the primary field instructor has expanded responsibilities.

The “Traditional” Field Instructor Model

The most universal characteristic of traditional field instruction model in master’s level social work programs is the matching of each student to an agency-based field instructor. This person is primarily responsible for guiding, mentoring, supporting, and evaluating the student’s learning throughout the year-long internship. Instructional activities in the traditional model include:

- Orienting students to the agency
- Developing learning contracts with students
- Developing, coordinating, and supervising assignments
- Evaluating students’ performance
- Mentoring and modeling for geriatric social work practice
- Facilitating students’ professional growth

In short, the relationship between student and field instructor is highly valued in the learning and mentoring process.

Expanding the Role of the Field Instructor

The expanded role of the primary field instructor is built upon aspects of the traditional role, and also includes:

- Direction and coordination of student learning across programs and agencies to facilitate Field Rotations and to ensure the student experience addresses the competencies identified in the student’s learning plan.
- Participation in the university-agency partnership activities
- Teaching selected education components
- Consultation on education and training in field agencies

Competency-Based Education

A competency-driven field education program for geriatric social work is one in which the field experiences are designed to assist the student in developing practice competencies or standards for social work practice that are informed by values and knowledge specifically related to geriatric social work. The Council on Social Work Education has developed the Core Competencies of Social Work Practice which are widely used in Los Angeles to inform the development of the

student's learning agreement, as well as provide the basis for student performance evaluation. To educate students to become competent, aging-savvy social work leaders, the field education experience should also be guided by a set of geriatric social work competencies in addition to the generic ones.

Operationalizing Competency-Based Education

In the GSWEC program, field instructors are encouraged to actively use the competencies to select appropriate learning experiences for their students. Some students may come into the MSW program with previous experience that will ensure the development of certain competencies. By assessing where each student stands in relation to the set of competencies, the field instructor can select learning experiences that will strengthen the student in areas of practice in which he or she has little or no experience. Also through the assessment of the student's competencies, the field instructor can help the student select field rotations that will provide different experiences than the primary field placement, and assist in the development of competency in other areas of practice. The competencies themselves provide a way to individualize student learning, as there are many avenues through which a student can develop each competency.

To provide students with the experience needed to develop expertise in geriatric social work, certain practicum experiences are required. For example, one core competency identifies the necessity of being skilled in comprehensive geriatric assessment that incorporates the use of standardized assessment tools. Another very critical competency involves developing comfort and skill in working with diverse ethnic, cultural, and religious groups. Agencies should be selected that can provide students with both experience in comprehensive assessment, and that can help them develop cultural competency.

Using the Competency Self-Assessment tool, students are asked to assess their level of skill development in each of the competencies in order to guide development of the Learning Agreement. The student's progress achieving competence in the designated learning areas can be incorporated into the student evaluations performed at the end of each semester.

The GSWEC program uses the day long student training sessions as another means of helping the students develop the geriatric social work competencies. In planning these sessions, agency field instructors and university field faculty carefully select content and learning experiences that will assist the students in their development as capable practitioners in the field of aging.

An overarching goal of competency driven education in geriatric social work is to train practitioners whose skill set in working with older adults transcends the agency in which they are trained. The competencies help to create a skill set that is transferable to any social service setting serving older adults and their families.

For the list of competencies, refer to Appendix C.

The Student Macro Project

Each GSWEC Intern is expected to complete a macro project either individually or as part of a group effort. The macro project is seen as a vehicle for ensuring that students have some exposure to macro practices outlined in the GSWEC competencies.

As the macro competencies are very extensive it is not possible for a student macro project to address all

the competencies, but rather select an area of focus that can reasonably be accomplished during the time of the field placement. While a macro project may be research focused, a research project is not the expectation. For example, a macro project can focus on program planning and development, community networking, organizational development/agency/board or committee work, advocacy or marketing. The project may be entirely directed by the GSWEC Intern or in conjunction with staff as part of ongoing agency work; however, the GSWEC Intern is expected to substantially direct or play a strong role in the macro project.

The Macro Project will culminate with a poster presentation of the project at the GSWEC End of Year Event.

The GSWEC Poster Project

The content of the poster presentation is based on the work done in the Macro Project. As a Poster Presentation is the simplest way to present one's work, new concepts or practice models to the profession, it is important for GSWEC Interns to be knowledgeable about the expectations for professional poster presentations and have experience in assembling a poster. The posters will be displayed at a Poster Session at the GSWEC End of Year Event.

An abstract of the poster will also be presented at the GSWEC End of Year Event. A standard abstract has 6 sections

- Title
- Purpose
- Methods
- Results
- Conclusions
- Implications

Generally, there should be only 2 to 4 main points or sentences per section. The sections can be in separate paragraphs or the format can be one long paragraph, with each section headed in **bold** type.

See Appendix D for more detailed instructions on the Poster Presentation and the Abstract.

FIELD ROTATIONS:

The Principles of the GSWEC Field Rotation Model

The GSWEC field education model was designed specifically to prepare geriatric social work students to become competent practitioners across a range of programs, populations, interventions, and disciplines. This model incorporates competencies with learning experiences in a variety of senior agencies and programs that vary in services provided, populations of older adults served, intervention methods, and disciplines providing care. Students assess their skills from the competencies, identify learning goals, and have carefully planned rotations across departments or agencies to ensure comprehensive learning about populations, services, and disciplines. The rotational model of field education provides the structure for the field learning.

How the GSWEC Model Differs From a Traditional Training Model

The traditional model of field education assigns students to one agency and one supervisor over the course of a year with students usually working with one population of older adults and their families. In the GSWEC rotational model, students are moved in a planned and systematic fashion between two or more field settings during a year-long internship to achieve their educational goals. Students may have more than one field supervisor and/or a combination of field instructors and task instructors or preceptors.

Rationale for a Diverse Range of Practicum Experiences

There are several reasons why GSWEC uses the rotational model of field education

- The older population is diverse in many ways including age, mental and physical health status, activity level, educational level, economic status, ethnicity, social support networks and need for personal care.
- There is no “typical older person” so students need to be exposed to a variety of older persons. This helps to counteract stereotypes about older people that are so prevalent in our society, and allows students to start to understand the many ways in which social workers can be helpful to older adults.
- Care for older persons who have health problems or experienced a decline in functional status is provided through a complex service system with multiple agencies and programs with diverse funding sources each with their own definitions of eligibility of criteria, benefits, and administrative structure. Any social work practitioner who works with older persons needs to know about these resources, the complexities of and gaps in services, and the difficulties that older adults and families have in accessing these services. Working in different programs brings these points home quickly, strengthening student understanding, commitment, advocacy and program planning skills.
- Comprehensive care for older adults is provided by many disciplines, such as nurses, doctors, rehabilitation therapists, psychologists, lawyers, and social workers. Understanding the role of these professions and gaining skill in interdisciplinary team work are critical for successful geriatric practice.

Operationalizing the GSWEC Rotational Model

The rotational model for students in aging can be implemented in many different ways. However, any rotational program must:

- Be consistent with an MSW program's educational philosophy and objectives
- Be responsive to students' learning needs.

There can be considerable variation in how rotations are implemented

- **Length:**
 - The length of the field rotation will be influenced by both student learning needs and agency needs and constraints
 - A rotation may be constructed as
 - An afternoon agency tour and meeting
 - Shadowing an agency staff person for one or several days
 - Attending the rotation site one day per week for a limited or extended period of time.
 - An extended period of time away from the main site attending only the rotational site
- **Timing** (i.e. concurrent, sequential, or in blocks)
- **Number:** Will vary according to students' learning needs and availability of sites and agency needs and constraints
- **Type of aging agency:** Will be selected according to students' learning needs. Rotations can be "internal" within one large agency system or "external" across agencies.*
- **Learning experiences:** Should be structured to expose student to the gamut of aging concerns and be guided by the students' learning needs.

*The term "internal rotation" refers to the assignment of students to different departments within one large agency system or institution. An example could be a hospital or agency that offers multiple programs or services to different aging populations through separate administrative units. Students divide their time between departments, either concurrently or sequentially.

*In an "external rotation", students are placed in two different agencies either concurrently or sequentially for the academic year. This means crossing agency boundaries and being introduced to two or more sets of administrative structures and policies. As with "internal rotations", students can divide their field hours between two or more agencies on a concurrent or sequential basis.

In external rotations, students could easily spend most of their time learning about agencies' services, policies, and procedures and in meeting staff to the exclusion of other types of learning experiences, such as direct service to clients. Students must be provided with both types of learning and should come away understanding how critical practice skills are used across agencies regardless of structure, and how agency structure, in turn, impacts services to clients. Ultimately, this dual-level experience will strengthen students' practice, and hopefully, create increasingly adept social workers. This issue can also occur with "internal rotations" but to a lesser extent.

In the rotational model, most students have a primary field instructor and one or more task supervisors or preceptors in various programs or agencies. Task supervisors work under the guidance of a primary field instructor, and usually have a more limited role in assigning, supervising, and evaluating student work. They should collaborate closely with the field instructor.

Choosing an Effective Site Rotation

To be effective, student rotation plans must be tailored to the individual student. Not all students have the same background or level of education or experience in aging, so their learning goals will be different as well as their rotations. Some students may have prior work, life or academic experience. Others might have a very well-defined career direction. Field learning needs to strengthen and supplement knowledge and skills, not duplicate them.

A planning discussion should include a review of competencies, an assessment of student objectives and experience in relation to the competencies, and a review of agencies available as field sites. Tools that are useful in talking to students about field rotations include:

- List of competencies and the student's Competency Self- Assessment
- The Learning Agreement
- A list of agencies available for rotations

Assisting Students to be Successful in Their Rotations

Given that students have two or more program or agency experiences, there is a potential for learning to become disjointed and the student to get confused. Therefore, it is critically important to find ways to preserve the continuity of learning throughout the internship. Some ideas that work well include:

- Planning rotations well with students, focusing on learning goals in relation to competencies
- Orienting students to rotations and the program
- Offering a pre-rotation work experience
- Help students to understand the relationship between the agencies in which they are placed and the grand scheme of service providers
- Assessing student progress using the *Geriatric Social Work Skill Competency Instrument II* (see Appendix C)

- Setting parameters and expectations for student learning experiences such as minimum learning experiences in the form of program goals or best practices in geriatric social work
- Using supervision to integrate classroom and field learning across the placement settings

Student Recruitment

A close partnership between the field instructors and the schools of social work is crucial in maintaining an on-going pool of students interested in participating in the GSWEC program.

Key to the recruitment effort is to have at least one faculty member at each school to “champion” aging as an attractive social work option.

Remember, recruitment begins prior to the GSWEC application process and is an ongoing process over time. Field Instructors will be asked to participate in the varying campus recruitment events in order to help campus personnel generate interest in the GSWEC Consortium.

Aspects That Attract Students to the Internship Program

- A primary “selling point” for students is field rotations, an innovative model of integrated field learning across multiple agencies, populations, interventions, and disciplines. Students see the enriched field internship with the opportunity to be placed in several settings as being a strong addition to their education.
- Opportunities to learn about older people over the life continuum
- Job placement or career opportunities
- Word of mouth endorsements from other students
- Opportunity to participate in a specialized curriculum
- Experiences to work with both micro and macro content in the internship
- Increased peer support through being in a special program, with special activities and stature
- Increased field instructor support
- Access to specialized resources in the MSW program

Strategies to Recruit Students

- **Endorsements from other project graduates and other students.**
 - We all know that students look to their peers for advice about internships and can encourage one another to try a specific internship or program. Also graduates from the program can share their experiences in the program and make new students aware of employment opportunities in the field of aging.
- **Stipends**
 - The availability of stipends (or fellowships) is a critical factor in getting students interested in geriatric social work.

- **Orientation to GSWEC at Orientation/Open House event**
 - The GSWEC Orientation event provides an opportunity for students to become familiar with the GSWEC program and to learn about the placement opportunities at each of the participating agencies
 - At the GSWEC Orientation event students' interest will be sustained by the enthusiasm of the field instructors and alumni, the creativity of the placements, and their interest in the older adults themselves!
 - The structure of the GSWEC Orientation event will be determined on an annual basis to meet the needs of the Consortium in that recruitment year.

See Appendix E for sample recruitment materials. (*Student Guide – FAQ – Flyer*)

Educational Year Calendar

- | | |
|--------------------|---|
| • August/September | Begin Field |
| • September | Steering Committee Meeting <ul style="list-style-type: none"> ▪ Implement plans from Summer Retreat |
| • October | First Consortium-wide Student Training Session |
| • December | Steering Committee Meeting <ul style="list-style-type: none"> ▪ Prepare for recruitment of students for the upcoming year |
| • January/February | Begin university-based recruitment efforts
Second Consortium-wide Student Training Session |
| • February/March | Recruitment/Orientation Event for GSWEC applicants
Steering Committee Meeting
Third Consortium-wide Student Training Session |
| • March | Agency-based interviews of incoming applicants |
| • April | End of Year Event for Current Students <ul style="list-style-type: none"> ▪ Macro Projects presented at Poster Session ▪ Agency-based interviews of incoming applicants |
| • May | Consortium-wide Matching Meeting to select new interns |

- June-August GSWEC Steering Committee Strategic Planning Meeting
(One Day)

Parking Lot

Protocols for Screening and On-Boarding New Universities and field Placement Agencies

- **Criteria for GSWEC Membership**
- **Screening Process**
- **On-Boarding Process**
- **Criteria for Continued Active Membership**

Appendix A

Membership Roster

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2016 - 2017**

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Appendix B

Agency & University MOU's

**MEMORANDUM OF UNDERSTANDING
BETWEEN
AGENCY NAME (Single Agency or Pair)
AND
GERIATRIC SOCIAL WORK EDUCATION CONSORTIUM (GSWEC)**

1. GSWEC provides the opportunity for excellent second year MSW students from Southern California universities to be placed at their agency and the prestige of being part of a Southern California collaborative which is part of an esteemed national initiative. In addition, the agency has preferred access to gero-equipped graduates for immediate post-graduate employment qualified under field expectations and requirements.
2. For participation in GSWEC as an agency, a Senior Executive such as a CEO or Director will represent their agency at two Board of Councilor meetings per year, one each in November and April. The April meeting will coincide with the End of Year celebration and poster presentations by the students.
3. The agency will provide for the second year MSW students a Field Instruction Coordinator (FIC) and MSW Field Instructor(s) (FIs) with expertise in geriatrics which adheres to the GSWEC model. All agency GSWEC FIs shall meet university FI qualifications and complete FI training course. FIC staff will represent the agency at three steering committee meetings per year, a one-day summer retreat meeting, at least one GSWEC student seminar, one orientation meeting for potential GSWEC students, the End of Year Celebration for the students, and a matching meeting. By the second year, the agency also agrees to provide an FIC to assist with recruitment.
4. The agency also agrees that the FIC or designee serves on one specific project/committee and participates in planning and/or hosting regional GSWEC student trainings/seminars.
5. The agency will be responsible for assuring a minimum of \$4,000 stipend per GSWEC student. Each agency is to have a minimum of four student placements and to provide quality supervision.

Agency's Representative's Name

Date

June Simmons, GSWEC Representative

Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY NAME
AND
GERIATRIC SOCIAL WORK EDUCATION CONSORTIUM (GSWEC)**

1. GSWEC provides an opportunity to the university for advanced top quality placements and minimum stipends of \$4,000 for second year MSW students and the prestige of being part of a Southern California collaborative with an esteemed national initiative.
2. For participation in GSWEC as a university, the Dean or Director of the Social Work Department will actively support this program through allocation of Field Education faculty and staff time and access to campus activities to recruit GSWEC applicants. The Dean or Director will also represent their School at two Board of Councilor (comprised of Deans and Directors and Agency Executives) meetings per year, one each in November and April. One of these is also the End of Year celebration and poster presentations by the students.
3. The Dean or Director (or University) shall promote curriculum consistent with CSWE defined competencies and skill sets in the area of gerontology.
4. The university will also provide an appropriate field education staff or faculty for the second year MSW students. Field education leader(s) will also represent the university at three steering committee meetings per year, a one-day summer retreat meeting, one orientation meeting for potential GSWEC students, the End of Year Celebration for the students, and a matching meeting.
5. The field education leader will work with the assigned GSWEC liaison(s) to plan and implement a specific recruitment strategy for students on their campus.

University School Dean/Director or Chair

Date

June Simmons, GSWEC Representative

Date

Appendix C

Geriatric Work Skill Competency Instrument II

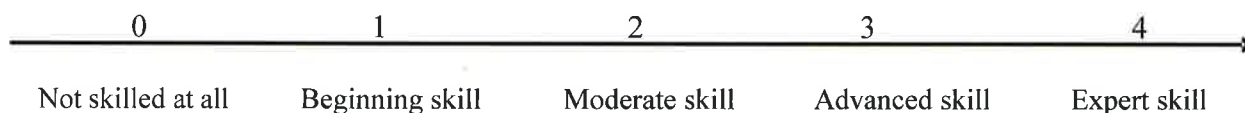
Geriatric Social Work Competency Scale II: Social Work Practice Behaviors in the Field of Aging

The following is a listing of skills recognized by gerontological social workers as important to social workers effectively working with and on behalf of older adults and their families. Completion of this scale requires careful self-assessment and recognition that few practitioners would receive the rating of 4 for all skills. This scale can capture self-assessment of scale development across the learning continuum, from BSW, to MSW and post-MSW.

Please use the scale below to thoughtfully rate your current skill:

- 0 = Not skilled at all (I have no experience with this skill)
- 1 = Beginning skill (I have to consciously work at this skill)
- 2 = Moderate skill (This skill is becoming more integrated in my practice)
- 3 = Advanced skill (This skill is done with confidence and is an integral part of my practice)
- 4 = Expert skill (I complete this skill with sufficient mastery to teach others)

Please note that field supervisors could also use this scale to assess students' competencies.



Please add any comments and/ or suggestions regarding the skills in each section.

I. VALUES, ETHICS, AND THEORETICAL PERSPECTIVES Knowledge and value base, which is applied through skills/competencies	Skill Level (0-4)
1. Assess and address values and biases regarding aging.	
2. Respect and promote older adult clients' right to dignity and self-determination.	
3. Apply ethical principles to <i>decisions</i> on behalf of all older clients with special attention to those who have limited decisional capacity.	
4. Respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation).	
5. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families.	
6. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).	
7. Relate social work perspectives and related theories to practice with older adults (e.g., person- in environment, social justice).	

8. Identify issues related to losses, changes, and transitions over their life cycle in designing interventions.	
9. Support persons and families dealing with end-of-life issues related to dying, death, and bereavement.	
10. Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.	

Comments: _____

II. ASSESSMENT	Skill Level (0-4)
1. Use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems.	
2. Adapt interviewing methods to potential sensory, language, and cognitive limitations of the older adult.	
3. Conduct a comprehensive geriatric assessment (bio-psychosocial evaluation).	
4. Ascertain health status and assess physical functioning (e.g., ADLs and IADLs) of older clients.	
5. Assess cognitive functioning and mental health status of older clients (e.g., depression, dementia).	
6. Assess social functioning (e.g., social skills, social activity level) and social support of older clients.	
7. Assess caregivers' needs and level of stress.	
8. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam).	
9. Develop clear, timely, and appropriate service plans with measurable objectives for older adults.	
10. Reevaluate and adjust service plans for older adults on a continuing basis.	

Comments: _____

III. INTERVENTION	Skill Level (0-4)
1. Establish rapport and maintain an effective working relationship with older adults and family members.	
2. Enhance the coping capacities and mental health of older persons through a variety of therapy modalities (e.g. supportive, psychodynamic).	
3. Utilize group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).	
4. Mediate situations with angry or hostile older adults and/or family members.	
5. Assist caregivers to reduce their stress levels and maintain their own mental and physical health.	
6. Provide social work case management to link elders and their families to resources and services.	
7. Use educational strategies to provide older persons and their families with information related to wellness and disease management (e.g., Alzheimer's disease, end of life care).	
8. Apply skills in termination in work with older adults and their families.	
9. Advocate on behalf of clients with agencies and other professionals to help elders obtain quality services.	
10. Adhere to laws and public policies related to older adults (e.g., elder abuse reporting, legal guardianship, advance directives).	

Comments: _____

IV. AGING SERVICES, PROGRAMS, AND POLICIES	Skill Level (0-4)
1. Provide outreach to older adults and their families to ensure appropriate use of the service continuum.	
2. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers.	
3. Identify and develop strategies to address service gaps, fragmentation, discrimination, and barriers that impact older persons.	
4. Include older adults in planning and designing programs.	

5. Develop program budgets that take into account diverse sources of financial support for the older population.	
6. Evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults.	
7. Apply evaluation and research findings to improve practice and program outcomes.	
8. Advocate and organize with the service providers, community organizations, policy makers, and the public to meet the needs and issues of a growing aging population.	
9. Identify the availability of resources and resource systems for older adults and their families.	
10. Assess and address any negative impacts of social and health care policies on practice with historically disadvantaged populations.	

Comments: _____

Appendix D

Poster Presentation Information

GSWEC Poster Guidelines

Purpose:

The Poster Presentation Guidelines are designed to help you prepare your GSWEC macro project so that it can be presented to professional peers. In general, the poster format is good for developing a dialogue with interested parties, presenting statistical data in an interesting way, explaining complicated projects, bringing research or projects to life, presenting preliminary projects or studies, disseminating your work, and getting valuable feedback.

This exercise is designed to assist you in:

- Understanding the basics of a visual representation;
- Conceptualizing your macro achievements;
- Learning new skills for disseminating your work; and
- Sharing your macro experience with fellow students.
-

If your topics are similar, you may work with other GSWEC students on one poster. The content of your poster explains your macro project at your placement site. You can do some work on the presentation as part of your field placement time, so please discuss this assignment with your field instruction coordinator and/or field instructor. Your presentations will be displayed at the End of the Year event and may be used at your school or agency.

Creation of Your Poster & Abstract:

The abstract is a brief review of your project. For the purposes of the GSWEC Poster Session the sections of the abstract should appear somewhere on your poster. The size and style of the abstract may vary, depending upon the specifications for the specific conference or seminar (i.e., margins, font size, number of words).

A standard abstract has 6 sections:

- Title,
- Purpose
- Methods
- Results
- Conclusions
- Implications

Generally, you should develop only 2 to 4 main points/sentences per section. The sections can be in separate paragraphs or the format can be one long paragraph, with each section headed in **bold** type.

Abstract

A separate page titled “ABSTRACT” should be assembled putting together all of the sections that are displayed separately on your poster. The GSWEC Program maintains copies of all of the Abstracts presented at the “End of the Year Event – Poster Session”.

Title:

1. Title should be in all UPPER CASE LETTERS and it should be **bold**.
2. The title is followed by the author(s) names underlined (**in bold**) and the organizational affiliation(s). All of the project participants should be listed.
3. The organization address is listed for the first author.

Purpose:

1. The Purpose section contains a needs statement.
2. It then identifies the main reason(s) for the project that developed out of this need.

Methods:

1. The Methods section highlights the research design and/or provides a description of the project.
2. It describes the timeline of the project or when the research was conducted.
3. It explains the sample (demographics) and/or population impacted.
4. It details the methods that were used to analyze the findings.

Results:

1. The Results section describes the outcomes.
2. It also explains major findings as a result of the research or project.

Conclusions:

1. The Conclusions section summarizes and interprets the significant results/findings.
2. It highlights interesting relationships among results.
3. It can also tie in the outcomes/finding to literature on the topic or other studies/projects.

Implications:

1. The Implication section mentions questions that have been raised as a result of the research or project.
2. It mentions areas for future research.
3. It makes recommendations for actions as a result of the findings/outcomes.

Visuals:

- Think ahead about the overall look that you want the poster to convey.
- Colors: Select a color system, usually 1-3 colors. Usually main headings go in the most prominent color, and sub-headings and bullets go in less prominent accent colors.
- Paper: Use paper as part of your color system, perhaps as a background for the title, banner, abstract, and/or poster content.
- Graphics: Select a graphics system for headings, sub-headings, and bullets. You can use organization or agency logos and graphics on the title sheet/banner.
- Size: Be sure you check the size specifications for the venue you will be attending. For this presentation you will be working with a three-fold board measuring 48" by 36". Tri-fold boards are good for frequent use and they are portable.
- Pictures and/or photographs are attractive and they break up the verbiage, but remember to get a release for any photos using clients.

End of the Year Presentation

- For the End of the Year event you will need to bring:
 - Your completed poster
 - 20 copies of your one page abstract
 - 1 copy of your abstract will be collected at the door for our GSWEC records.
 - The balance of the copies will be placed on the table by your poster for interested persons to collect.

MACRO SERVICE AREAS

I. Program Planning and Development

- Identify and define problem, using agency or community data and research to support assessment of needs (e.g., a support group for abuse survivors or families of suicide victims, car seat loan program, etc.)
- Formulate goals, objectives, resources, and methodology for expanding an existing program or adding a new service component for the agency (e.g., a systems information group for new DCS clients).
- Write a two - five page program development proposal (e.g., for an expanded or new service delivery component).

II. Community Networking

- Visit social, health, welfare or legislative agencies providing services to same or similar client population and compile and organize information needed by your agency.
- Attend meetings of community-wide group, or group of service providers, observing process and roles, representing your agency, taking minutes and functioning as liaison.
- Identify community systems and networks of which agency and clients are a part (if agency is unaware) and compile/organize information for agency's use.
- Develop resource directory of referral, sources and procedures, eligibility criteria, fees, services, expertise program.

III. Organizational Development/Agency/Administration/Board or Committee Work

- Participate as a staff member of a task group (e.g., planning a workshop or conference, working on intra-organizational issues, fundraising project, etc.)
- Write a job description for existing or proposed professional or paraprofessional job.
- Design, organize and/or deliver volunteer recruitment and training project.

IV. Advocacy

- Do legislative tracking and reporting on progress of bills concerned with services to client population, through professional and advocacy agencies, legislator's offices, news report.
- Attending community or provider meetings, public hearings, etc., represent the agency, report back or prepare testimony
- Work on development of community-based coalition
- Attend meetings with agency clients such as medical or social security eligibility hearing.

V. Research

- Develop data collection methods to help in needs assessment
- Design methods of evaluating program effectiveness, efficiency, and adequacy, or implement a program evaluation, or write an evaluation report.
- Analyze the process of a specific service delivery.
- Research and report on changes in laws, regulations, or procedures, etc., for eligibility for social security, AFCD, Medical, etc.

VI. Marketing

- Write, design, or edit an agency flyer, newsletter, brochure, press release, or public service announcement.
- Identify means of marketing a particular service (including costs in time and money), calendar time frames and deadlines.

Appendix E

Recruitment Documents

A Quick Look at the GSWEC Application Process



Fill out and submit the GSWEC Application.

- Obtain GSWEC Application from _____
- Return GSWEC Application to _____
no later than _____



Attend GSWEC Orientation to learn about GSWEC placement and learning opportunities.

February 8, 2017

2:30pm – 4:30 pm

Braun Auditorium at Huntington Hospital

100 California Blvd.

Pasadena, CA 91105

Read the *GSWEC Student Guide* to learn more about

- GSWEC placement options
- Learning opportunities at each agency
- Agency-specific requirements and procedures
- What it means to be a GSWEC student



Explore the many field placement opportunities within GSWEC.

- Your school's GSWEC Field Liaison will refer you to interview at the GSWEC sites you select for interviews. Check with your school as to number of interviews allowed.
- All sites require an interview. Interview Period is March 6, 2017 to May 5, 2017.



Turn in your Placement Preference Form to

_____ no later than _____



Indicate GSWEC as one of your placement choices AND indicate your 1st, 2nd & 3rd choices for GSWEC placement.

You will be notified of your 2016/17 placement after on or after **May 12, 2017**.



By 2020, one in six people in the US will be 65+ and 70,000 geriatric social workers will be needed to meet demand.

Find out how you can be part of this new workforce at the
Geriatric Social Work Education Consortium
2017 Orientation

Wednesday, February 8, 2:30pm-4:30pm

Huntington Hospital – Braun Auditorium | 100 W. California Blvd., Pasadena 91105

Meet agency representatives from GSWEC Centers of Excellence:

AltaMed: Los Angeles

Alzheimer's Association of Los Angeles, California Southland Chapter:
Los Angeles, Canoga Park, Rancho Cucamonga

Beach Cities Health District: Redondo Beach

Huntington Hospital Senior Care Network: Pasadena, San Gabriel Valley

Jewish Family Service of LA: Los Angeles, San Fernando Valley

Motion Picture & Television Fund: Los Angeles, Woodland Hills

Pacific Clinics: Pasadena, Rosemead, Los Angeles, Santa Fe Springs

Partners in Care Foundation: San Fernando, Los Angeles

Special Service for Groups/SILVER: Los Angeles

Department of Veterans Affairs (VA): San Fernando Valley, WLA

WISE & Healthy Aging: Montebello, Pasadena, Santa Monica



<https://www.picf.org/geriatric-social-work-education-consortium/>

GSWEC FAQs

What is GSWEC

GSWEC is an informal affiliation of 8 Schools of Social Work and 11 community agencies. GSWEC works to encourage Social Workers to enter the area of social work practice with older adults. Each GSWEC placement is structured to provide the student with a very well rounded experience of social work with older adults, plus GSWEC provides students with additional geriatric social work training seminars during the placement year.

What advantage is there for me to be in GSWEC?

- GSWEC is well recognized among employers and GSWEC graduates are sought after.
- GSWEC provides supplemental training in the specific skills required in Geriatric Social work.
- GSWEC exposes the student to both micro and macro placement. Micro students have a macro project & macro students have an opportunity for clinical learning.
- GSWEC placements offer a stipend.
- GSWEC students have opportunities to network with other GSWEC students at the GSWEC training sessions.
- GSWEC wants students to have a broad understanding of social work with older adults so encourages Associate Site rotations.

What are the differences between GSWEC placements and placement at a non-GSWEC agency that serves older adults?

- Field instruction is guided by nationally recognized Geriatric Social Work competencies.
- Advanced geriatric social work seminars are provided for GSWEC students.
- GSWEC students have opportunities to network with other GSWEC students.
- Associate Site rotations are encouraged.

What opportunities are there in GSWEC if I don't want to work with old people who are dying?

Sometimes students hesitate to work with older clients because they assume the services focus on decline, death and dying. However, GSWEC agencies address broad social concerns and work with older adults and their families to improve their health, mental health, coping skills or living situation with the goal of optimizing functioning and helping people remain in their homes. The services of GSWEC agencies are primarily targeted at community dwelling older adults. Settings include community based geriatric case management, mental health, medical, health promotion, family support, substance abuse, services for homeless older adults, and more.

How do I get in to GSWEC?

1. Get a GSWEC Application Form from the GSWEC liaison at your campus.
2. Attend the GSWEC Orientation on Feb 8, 2017 from 2:30pm – 4:30pm at Braun Auditorium, Huntington Hospital, Pasadena.

3. Work with your GSWEC Liaison to arrange interviews with GSWEC agencies that interest you.
4. Turn in the GSWEC Application to your campus GSWEC Liaison by the deadline set on your campus. On the Application indicate the GSWEC agencies you would like for placement.

Do I have to schedule an interview with each GSWEC agency I am interested in? Most GSWEC sites require an interview. Some agencies may hold an agency Open House rather than individual interviews. Check in the *GSWEC Student Guide* for specific requirements for each agency/site.

Can I interview at more than one GSWEC agency/site? Yes, you can interview at three GSWEC agencies/sites. Before you do though, review the *GSWEC Student Guide* to get basic information about the agency and site.

Should I “dress up” for the agency visit? A professional appearance will help you present a positive image.

What should I take with me to the agency interview? Please bring a copy of your GSWEC Application and your resume.

Do GSWEC placements offer stipends? Most GSWEC agencies provide stipends of \$4,000 and a few offer more. At least one agency (Pacific Clinics) has mental health placements that may be eligible for Cal-SWEC II stipends.

If I am in GSWEC can I still be eligible for a CAL-SWEC II Mental Health stipend?

- Pacific Clinics has some GSWEC placements that meet the criteria. If you receive the CAL-SWEC stipend it will be in lieu of the GSWEC stipend.

I can't afford to pay for extra gas for a lot of field work. Do GSWEC agencies reimburse for mileage related to placement activities ?

Most GSWEC agencies pay mileage for agency-related work.

How can I get more information about GSWEC? Talk with your school's GSWEC Liaison, and read the *GSWEC Student Guide*.