



The Experience/Competence Equation in Geriatric Social Work Education

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Presentation Content

- 1. Purpose of the Study**
- 2. Brief Overview of HPPAE**
- 3. Method & Instruments**
- 4. Results**
- 5. Conclusion & Implications**



1. PURPOSE OF THE STUDY

To answer the research question:

Does prior experience in the field of aging influence social work students learning outcomes in an aging enriched field education program?

Further to compare:

the experience variable with other variables that impact learning

experience variable in relation to knowledge and competence outcomes.



Background

- **Competency-Based Education and Evaluation (CBE) requires assessment and measurement of learning outcomes**
- **Field education is the “signature pedagogy” of social work education**
- **Students enter with varying levels of experience and the training is itself experiential**
- **Experience in certain older adult service settings relate to interest in the field of aging.**



2. OVERVIEW: HPPAE

- **Goals:** To increase the number of competent geriatric social workers by developing aging rich field practicum sites
- **Identified Cross-Site Program Components**
 1. University-Community Partnerships
 2. Competency-Driven Field Education
 3. Integrated Field Education Across Multiple Programs, Populations and Interventions
 4. Expanded Field Instructor Role
 5. Focused Recruitment for Geriatric Social Work



3. METHODS

- Total 68 schools as of 2008
 - 11 *Demonstration Schools 200-2003**
 - 10 Schools from June 2005 - June 2008 (Cycle 1)
 - 25 Schools from June 2006 - June 2009 (Cycle 2)
 - 21 Schools from June 2008 - June 2011 (Cycle 3)
- **Phase I of Outcome Research:
Demonstration Sites**
- **Phase II of Outcome Research:
Cycle 1 & Cycle 2 Schools (35 universities)**
 - Students took on-line survey at PRE & POST HPPAE to assess their knowledge on aging and social work skills

INSTRUMENTS

Knowledge of Aging for Social Work Quiz (KASW)

- Developed to assess knowledge of aging as an outcome of gero-rich field education
- Selected 25 items from Facts of Aging Quiz (Palmore, 1998) based on biopsychosocial framework
- Multiple choice items
- Score range from 0 to 25



KASW (Examples)

BIO Q. The senses that tend to weaken in old age are

1. Sight and hearing
2. Taste and smell
3. Sight, hearing, and touch
- 4. All five senses**
5. Don't know

PSY Q: If older persons with mental illness make up false stories, it is best to

1. Point out to them that they are lying
2. Punish them for lying
3. Reward them for their imagination
- 4. Ignore or distract them**
5. Don't know

SOC Q: The percentage of people over 65 in long-stay institutions (such as nursing homes, mental hospitals, and homes for the aged) is about

- 1. 5%**
2. 10%
3. 25%
4. 50%
5. Don't know



INSTRUMENTS

Geriatric Social Work Competency Scale II

- Four important domains of geriatric social work skills relevant to field education
 - I. Values, ethics and theoretical perspectives
 - II. Assessment
 - III. Intervention
 - IV. Aging services, programs and policies
- 10 items in each domain
- Rating on 5-point Likert scale
 - 0 ----- 1 ----- 2 ----- 3 ----- 4
 - Not skilled at all - Beginning skill - Moderate skill - Advanced skill - Expert skill
- “Cannot Assess” for Field Instructors
- Score range from 0 to 40 (Total: 0 to 160)



Analysis Stage II

Analysis of Cycle 1 & Cycle 2 Students
PRE & POST data (AY 2005 - 2008)

1. Descriptive statistics
 - a. Students' background
 - b. Knowledge of Social Work Aging Quiz
 - c. Geriatric Social Work Competency Scale-II, both total and domain scores
2. Hierarchical Regression Analysis to test a model predicting students' geriatric social work knowledge & competency in **Stage I**



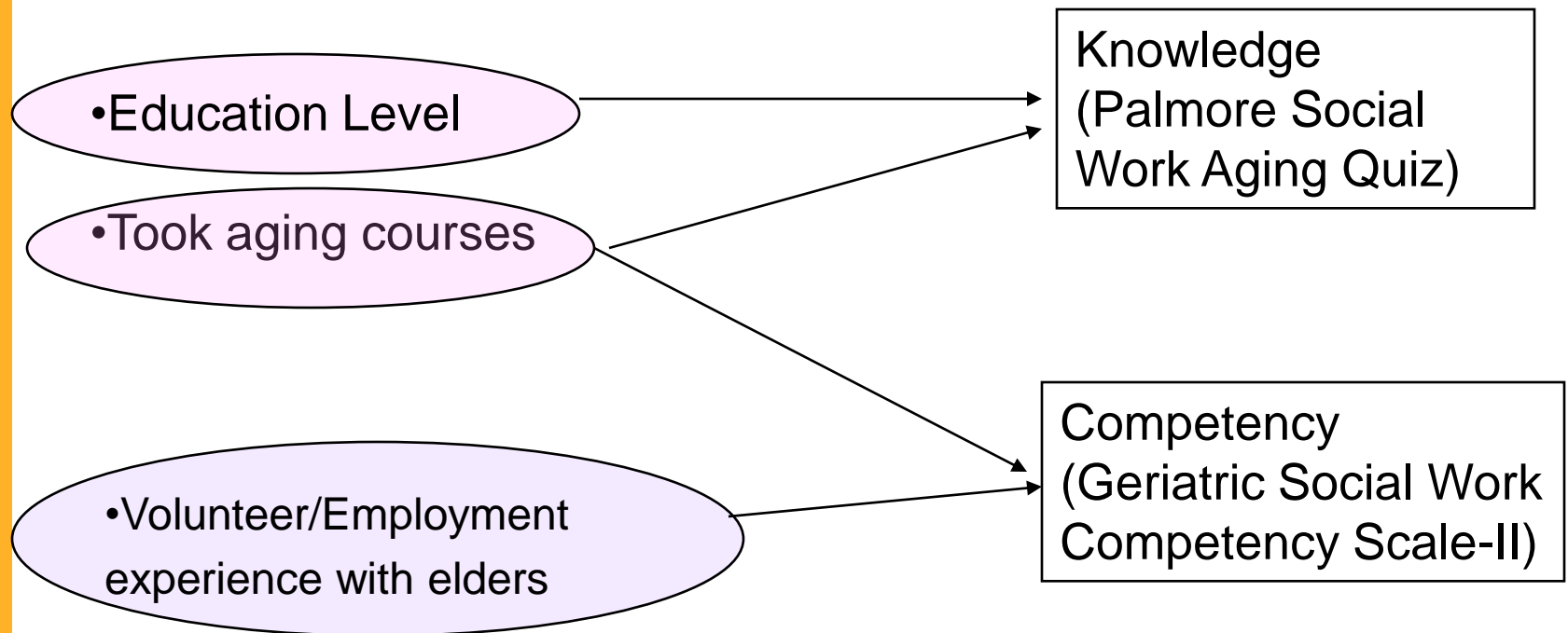
Stage I of Research: Demonstration Sites

- 11 universities for 3 years
- Pre/post surveys collected by field instructors
- N=323 students
- Original Palmore Quiz on Aging
- GSW Competency Scale 1 (58 rather than 40 items)
- Larger grants for model in demonstration phase



Experience/Competence Equation Model in Phase I Demonstration Sites

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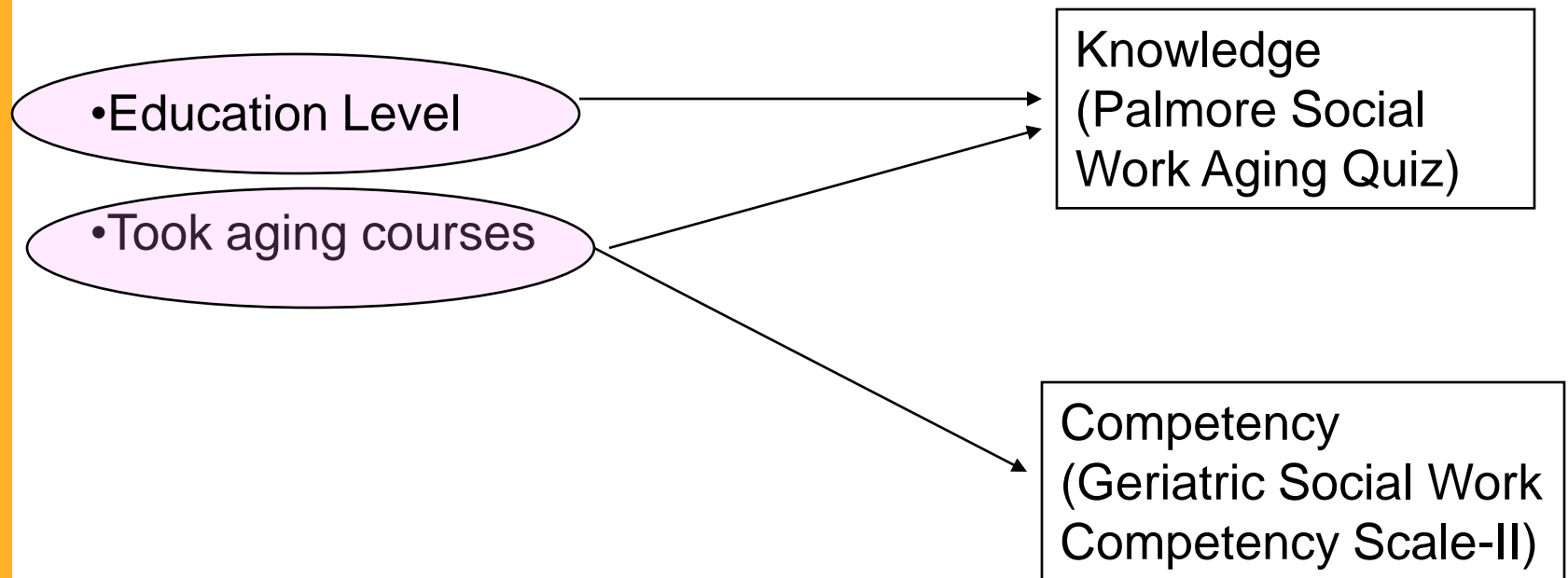


Source: Geriatric Social Work Initiative
Collaborative Evaluation Report IV:
Relationship of Student & Institutional Factors



Experience/Competence Equation Model in Phase I Demonstration Sites

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Source: Geriatric Social Work Initiative
Collaborative Evaluation Report IV:
Relationship of Student & Institutional Factors



4. RESULTS: Student Characteristics (n = 353)

Variables

*Age	M = 31.2 yr old, SD = 10.6
Female	90.1% (n = 317)
Caucasian	79.3% (n = 280)
Full-time student	84.7% (n = 298)
*Education level	
1st year MSW	14.8% (n = 51)
2nd year MSW	76.5% (n = 264)
Other MSW (part-time, etc)	8.7% (n = 30)
*Concentration	
Micro	59.9% (n = 211)
Macro	14.8% (n = 52)
Other	25.3% (n = 89)
	*Variables d in analysis



Student Characteristics (n = 353): Education

Variables

*Completed aging courses	M = .94, SD = 1.1
0 course (None)	47.0% (n = 164)
1 course	28.1% (n = 98)
2 courses	14.6% (n = 51)
3 courses	4.5% (n = 16)
4 courses +	5.7% (n = 20)

*Undergraduate major	
Social Work	33.1% (n = 117)
Psychology	21.8% (n = 77)
Sociology	10.5% (n = 37)
Other	34.3% (n = 121)

***Variables in analysis**



Student Characteristics (n = 353): Experience

Variables

***Volunteered with older adults**

M = 1.1, SD = 1.0

0) Never

35.3% (n = 124)

1) < 1 year

26.8% (n = 94)

2) 1-3 years

29.3% (n = 103)

3) 4 years +

8.5% (n = 30)

***Employed in service to older adults**

M = .8, SD = 1.1

0) Never

60.5% (n = 213)

1) < 1 year

10.2% (n = 36)

2) 1-3 years

17.0% (n = 60)

3) 4 years +

12.2% (n = 43)

***Variables in analysis**



Student Characteristics (n = 353): Family Contact

Variables

*Contact with Non-family Older Adults	M = 2.2, SD = .8
1) Less than a few times per year	27.6% (n = 97)
2) A few times per month	28.4% (n = 100)
3) Once a week or more	44.0% (n = 155)
*Contact with Family Older Adults	M = 2.2, SD = .8
1) Less than a few times per year	26.7% (n = 94)
2) A few times per month	30.4% (n = 107)
3) Once a week or more	42.9% (n = 151)
Current specialization	
Gerontology/Aging	80.5% (n = 284)
Plan to work in Aging after Graduation	80.2% (n = 283)
	*Variables in analysis



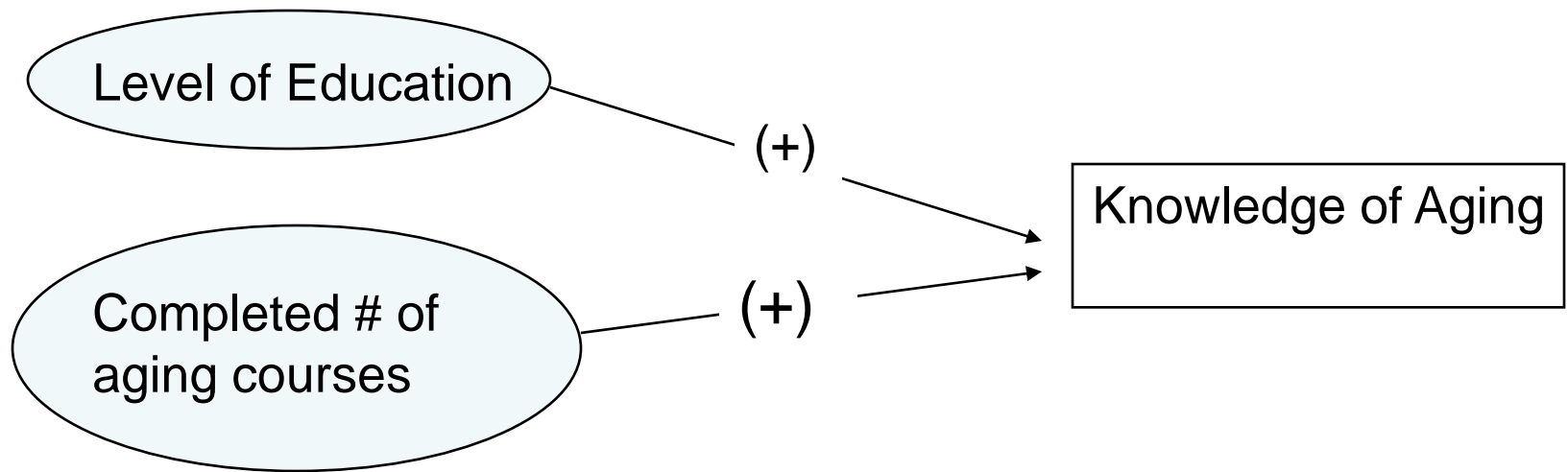
4. Results: Student Knowledge & Competency PRE & POST HPPAE (n = 353)

<i>Variables</i>	<i>M (SD)</i> <i>Min-Max</i>		<i>p</i>
	<i>ST PRE</i>	<i>ST POST</i>	
Knowledge of Aging for Social Work Quiz (0-25)	10.8 (2.9) 0-22	12.7 (2.7) 6-24	***
I. Values, ethics & theoretical perspectives	16.7 (6.2) 0-33	27.6 (5.5) 10-40	***
II. Assessment	12.2 (7.3) 0-37	25.7 (7.0) 2-40	***
III. Intervention	12.0 (6.7) 0-30	24.8 (6.9) 4-40	***
IV. Aging services, programs, & policies	8.6 (5.9) 0-28	21.2 (8.0) 0-40	***
GSWC Scale-II Total	49.5 (23.4) 3-115	99.3 (24.8) 30-160	***

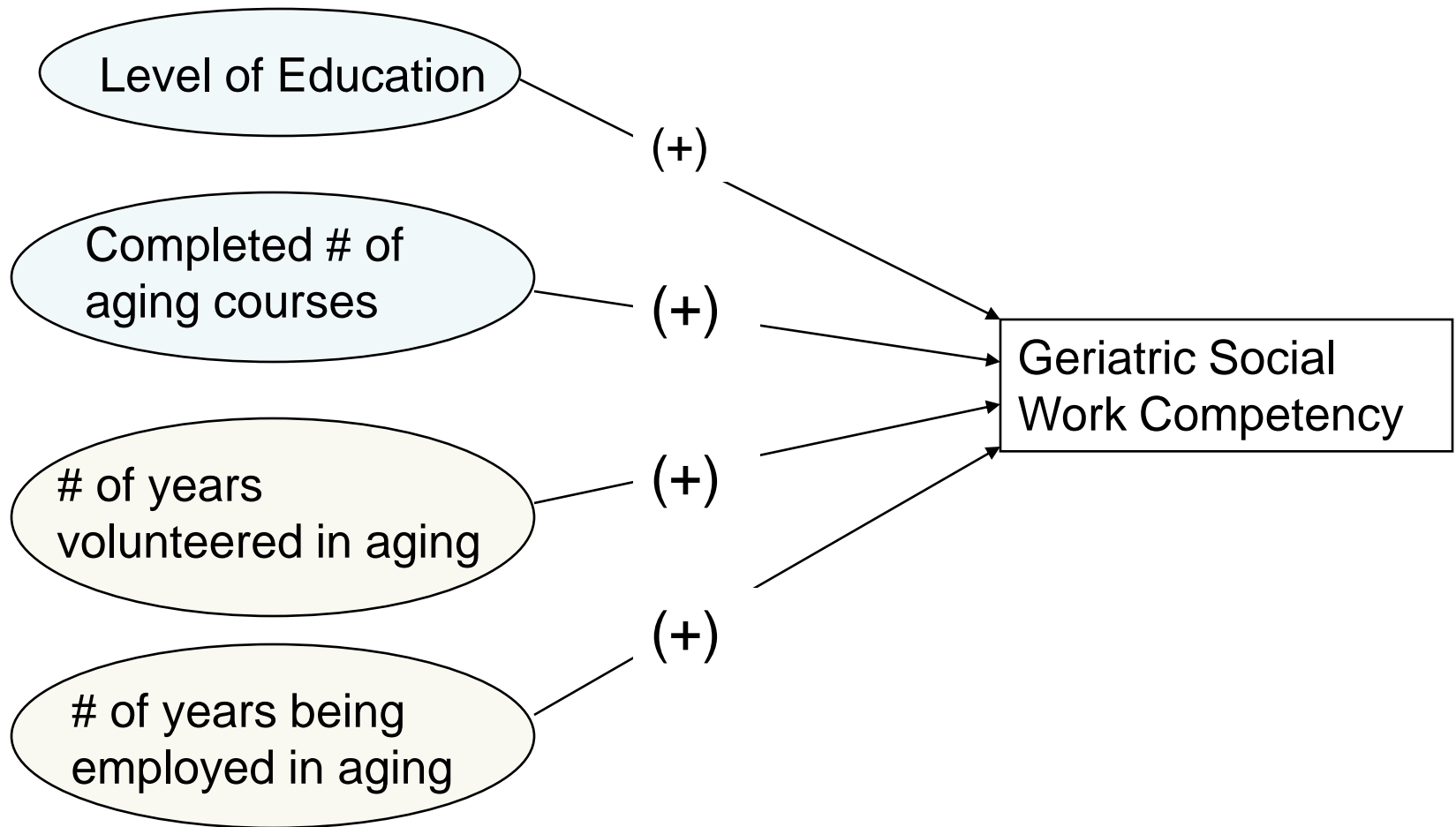
*** $p < .001$



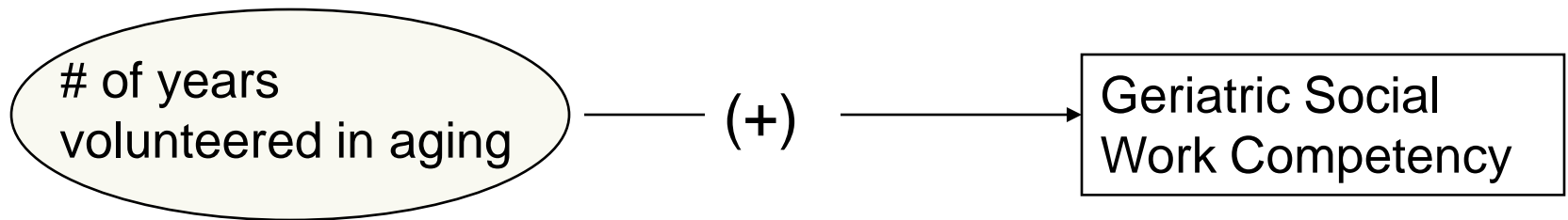
Significant Predictors: Aging Knowledge in PRE & POST HPPAE



Significant Predictors: Student Competency in PRE HPPAE



Significant Predictors: Student Competency in POST HPPAE



5. CONCLUSION

- YES, prior experience does influence learning outcomes
- Other variables, level of education and taking aging courses, influence knowledge
- While additionally experience influences competence as students enter program
- Number of years of volunteer experience remains related to competence
- The aging-enriched field experience (HPPAE) provides experience that at Post may build on and leaven differentials in experience



Research Implications

- Length of experience variable may prove a stronger measure than dichotomous experience variable (Stage I vs. Stage II)
- Volunteer and employment experience warrant separate analysis
- Small n may decrease strength of employments measure
- Interactive factors in the predictive measures require appreciation
- More sophisticated multivariate analysis to predict both knowledge and competency (MANCOVA, path analysis, and/or SEM)



Education Implications

- CBE assessment and measurement useful in understanding learning outcomes
- Knowledge and Competency warrant exploration as related and distinct domains
- Classroom instruction (Aging courses) impact later learning and skill
- Experience: Service Learning, Volunteer & Paid, First Year Practicum's may increase student interest in aging as well as competence



References

- **Knowledge of Aging for Geriatric Social Work Quiz (Items were selected from Chapter 1- 3 in Palmore, 1998)**
Palmore, E. B. (1998). The Facts on Aging Quiz (2nd ed.). New York, NY: Springer Publishing Company.
- **Geriatric Social Work Competency Scale-II**
Damron-Rodriguez, J. A. (2006). Moving Ahead: Developing Geriatric Social Work Competencies. In B. Beckman et al. (Eds.): Oxford Handbook of Social Work and Aging. Oxford University Press.
- **For further information on:**
<http://socialworkleadership.org/nsw/resources/products/competencies.php>

