

ADVANCED GERO SOCIAL WORK PRACTICE

CSWE
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Background for the 2008 Educational Policy and Accreditation Standards: *Competency-Based Education*

In 2004 the Council on Social Work Education (CSWE) Commission for Curriculum and Educational Innovation (COCEI) and Commission for Accreditation (COA) began the process of reviewing and revising the Educational Policy and Accreditation Standards (EPAS), the document used by COA in making accreditation decisions. After extensive data collection that included a Web-based survey, a comprehensive review of the literature, an environmental scan, and multiple in-person sessions and workshops, COCEI identified several principles to guide its work. One of these principles was to enhance program flexibility by using a competency-based outcome approach to curriculum design (CSWE, 2007). The need to reframe EPAS to a focus on student outcomes based in practice behaviors, that is, what a student must learn and be able to do, led to a competency-based education approach

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are composed of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The 2008 EPAS outlines 10 core competencies that are common to all social work practice. At the advanced practice level, programs are expected to build on and apply the core competencies in an area or areas of concentration (CSWE, 2008b). COA and COCEI drafted the 2008 EPAS with the understanding that CSWE would work with the education community to find and disseminate resources for programs to use in the development of knowledge and practice behaviors specific to the competencies for advanced practice.

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Development Process for Advanced Gero Social Work Practice

This document, *Advanced Gero Social Work Practice*, follows the model of the first advanced practice resource developed by CSWE for EPAS, *Advanced Social Work Practice in the Prevention of Substance Use Disorders* (2008a). In that document, content was conceptually linked with the 2008 EPAS with assistance from COA and COCEI members and CSWE Offices of Social Work Accreditation and Educational Excellence and Institutional Research staff. It is a model for programs to use in the development of concentrations specific to an area for the 2008 EPAS. Under the leadership of Dean Pierce, then CSWE director of accreditation and project manager for the substance abuse work, the process provided a framework for the endorsement of practice behaviors related to the EPAS competencies at the master's concentration level.

The *Advanced Gero Social Work Practice* guide is an outcome of a decade of accomplishment in gerontological competency-based social work education supported by the John A. Hartford Geriatric Social Work Initiative (GSWI). Leadership for the development of gerontological competence in relationship to EPAS grew out of the collaboration of the two major GSWI gerontological curriculum projects: the CSWE National Center for Gerontological Social Work Education (Gero-Ed Center) with Nancy Hooyman and Julia Watkins, coprincipal investigators; and the Hartford Partnership Program in Aging Education (HPPAE; formerly Practicum Partnership Program) at the Social Work Leadership Institute at the New York Academy of Medicine, with Patricia Voland, principal investigator.

To understand the relationship of EPAS and GSWI competency-based education and evaluation (CBE), a clear distinction in definition of terms must be made. EPAS stipulates *10 competencies* for the social work profession. These competencies apply to both generalist and advanced practice. *Practice behaviors*



are the measurable skills that comprise the 10 competencies. This means that the focus of classroom and field curriculum is on student performance outcomes based in practice behaviors; that is, what a student must learn and be able to do.

The two GSWI curriculum programs have developed and currently use competencies for practice with older adults and their families. These are comparable to the EPAS framework because they are composed of knowledge and values and are actualized through practice behaviors. Thus, gerontological competencies will be defined as practice behaviors under the 10 EPAS competencies.

Further, EPAS identifies *generalist practice behaviors* applicable to both the MSW and BSW levels. EPAS supports the further definition of *advanced practice behaviors*. GSWI has related gerontological competencies to education for both generalist and advanced practice. Gero-Ed Center competency goals help all social workers attain a beginning skill level for practice with older adults and their families. HPPAE applies the gerontological competencies to produce advanced level practitioners who are in gerontology/geriatric specializations or concentrations. The Gero-Ed Center and HPPAE partnered to create knowledge and practice behaviors for practice at the generalist and advanced levels and ensure consistency of competencies used by all GSWI programs. Hereafter, when in relationship to EPAS, this guide will refer to GSWI competencies as practice behaviors.

Professional practice with older adults may be described as *gerontological* (knowledge of the aging process) or *geriatric* (interventions with older persons with health-related issues). In this guide the term *gero* is used to encompass both terms. Gero social work is an established specialization, concentration, or subconcentration (e.g., minor, certificate, or emphasis) within social work education. This guide provides a framework for programs with aging as a concentration to incorporate gero practice behaviors within EPAS curriculum design.

Engaging the Community: Development of Gero Social Work Competencies (Practice Behaviors)

Since 1998 the development of gero social work CBE has involved a broad community of social work educators and representatives from agencies serving older adults and their families. The process included a comprehensive review of the gerontological and social work literature; an extensive survey of practitioners, educators, researchers, and consumers; and consensus-building techniques. A set of consensus-based geriatric/gero competencies has been an integral part of the educational achievements of GSWI (Damron-Rodriguez, 2006). The common set of competencies for work with older adults was adopted by both the Gero-Ed Center and HPPAE. More than 200 graduate social work programs in the nation have participated in the GSWI curriculum projects (Hooyman, 2009).

The GSWI curriculum programs have furthered the development of the gero social work curriculum, enhanced the availability and quality of teaching resources, presented generalist and specialized models for preparing social workers to meet the needs of a growing aging population, and built partnerships with field supervisors and other practitioners to improve geriatric social work practice (Hooyman, 2009).

The implementation of the geriatric social work competencies in both classroom and field, with an emphasis on measuring changes in competence over

the course of the student's educational experience, is central to GSWI curricular innovations. Faculty members participating in the Gero-Ed Center curriculum development programs largely use gero teaching resources to infuse gero practice behaviors and content into coursework for all social work students. The MSW Advanced Curriculum Project identified evidence-based gero resources to infuse into advanced coursework in health, mental health, and substance use.

HPPAE designed and broadly disseminated an aging-enhanced model of field education for specialists in the field of gerontology/geriatrics. HPPAE's 40 gero social work competencies have been used in the classroom as learning objectives and measured in field education as learning outcomes (Damron-Rodriguez, 2006; Damron-Rodriguez, Volland, Wright, & Hooyman, 2009). An additional 10 leadership competencies for advanced practice were recently developed by a HPPAE workgroup to increase the system-level emphasis of geriatric practice (Social Work Leadership Institute [SWLI], 2009). For a review of the process and outcomes of the GSWI, including competency development, see *Transforming Social Work Education: The First Decade of the Hartford Geriatric Social Work Initiative* (Hooyman, 2009).

Relating Gero Social Work Knowledge and Practice Behaviors to EPAS

To relate gero social work knowledge and practice behaviors to EPAS, an eight-member Task Force for Advanced Gero Practice was convened, comprising representatives of GSWI and CSWE curriculum development projects, as well as of varied aspects of social work education (administration, field education, and graduate teaching). Additional contributions were made by Hartford GSWI leadership. An introductory conference call set forth the objectives of the work, and the task force met for an all-day working meeting in November 2008 at the Gerontological Society of America meeting in Washington, DC. An extensive resource volume for CBE was compiled for reference for the project. The task force had monthly conference calls and interim assignments from October 2008 to June 2009. Multiple drafts of the EPAS Advanced Gero Social Work Practice Matrix were produced in an iterative process of conceptually relating the consensus-based GSWI (Gero-Ed Center and HPPAE) competencies to EPAS. Further, a matrix of advanced practice behaviors, class exercises, assignments, and supporting evidence-based practice literature was created using the Gero-Ed Center, SWLI, and HPPAE resources. This resulted in the EPAS Gero Curriculum Resource Examples.

Endorsement and Dissemination

The CSWE Council on Practice Methods and Specializations designed a model for endorsing the development of advanced practice materials related to concentrations. The task force followed the guidelines for creating and measuring resources related to concentration practice behaviors that reflect accreditation standards for master's programs, listed here:

1. specify whether the competencies are intended to constitute a concentration
2. or an area within a concentration [AS 2.0; AS M 2.0.1];
3. identify and clearly define the concentration area of practice [AS 2.0; AS M 2.0.1];
4. build on and apply all of the core competencies (EP 2.0.1–EP 2.1.10 [d]) and define how they are consistent with the definition of *advanced practice* (EP M 2.2) [AS M 2.0.3];

5. provide operational definitions (specific practice behaviors) for each of the practice behaviors [AS M 2.0.4]; and
6. recommend curriculum content that relates to the operational definitions [AS M 2.0.6].

Advanced Gero Social Work Practice

There is congruence between the 2008 EPAS and the GSWI as to the relationship between core and advanced knowledge and competence. EPAS presents a model that builds competence across the curriculum and states that advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration. GSWI, through the CSWE Gero-Ed Center, adopted an infusion methodology for core curriculum that is generalist and builds toward aging concentration in advanced practice sequences. Thus, this guide highlights knowledge in aging for generalist practice as a preface to advanced gero knowledge and practice behaviors related to each of the 10 core EPAS competencies.

Gero social work competencies are founded in the following definition of practice, which identifies the following aims.

- Enhance the developmental, problem solving, and coping capacities of older people and their families.
- Promote the effective and humane operating of systems that provide resources and services to older people and their families.
- Link older people with systems that provide them with resources, services, and opportunities.
- Contribute to the development and improvement of social policies that support persons throughout the life span.

(Berkman, Dobrof, Harry, & Damron-Rodriguez, 1997, p. 55)

This definition of advanced gero practice encompasses direct or micro practice with older adults and their families as well as macro interventions involving programs and policies. It also acknowledges that social work in aging is founded in a strengths-based approach working within the context of families and communities.



Gero social work augments the generalist values and practice behaviors with advanced content and specific curriculum for this targeted population of older adults and their families. Social work advanced practice in the area of aging exemplifies the values of the profession as articulated in EPAS:

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice (EP 1.1).

The following selected principles for gerontological social work education and practice, as adopted from the CalSWEC Aging Initiative (2007), reflect the values as expressed in EPAS.

The goal of services for older people is to maintain independence; optimize physical, psychological, and social functioning, including contribution to the community; and maximize the quality of life.

Services for older persons should be guided by the individual's goals, preferences, strengths, needs, and concerns, with appreciation for the interconnectedness among physical, psychological, spiritual, and social aspects of well-being.

Family relationships should be respected and fostered, with the goal of strengthening reciprocal bonds, enabling family care over time, and preventing undue hardship.

The growing diversity of the older population in ethnicity, language, culture, and immigration status must be reflected in culturally competent staff and program design.

Racism, sexism, classism, heterosexism, and other forms of discrimination influence the opportunities of individuals over the life course, and systems of care for older people must address the needs of those who have been marginalized or disadvantaged during their lives. (SWLI, 2009)

Structure of the Presentation of Advanced Gero Social Work Practice

The following four resources for EPAS implementation using a CBE approach to gerontological social work education are provided in this guide.

EPAS Competencies Related to Generalist (or Core) and Advanced Gero Social Work Knowledge and Practice Behaviors

This guide provides the following for each of the 10 EPAS competencies:

- generalist practice behaviors as the framework for development of social work practice with older adults and their families and
- a generalist aging knowledge statement that builds toward advanced knowledge and practice, and
- an advanced practice knowledge summary, followed by two illustrative gero practice behaviors.

Additional gero practice behaviors that relate to the 10 EPAS competencies are noted following each advanced practice summary. To reference these, see Geriatric Social Work Competency Scale II With Life-Long Learning in Relationship to Leadership Skills (p. 29).



EPAS Advanced Gero Social Work Practice Matrix

This matrix summarizes the following in relationship to the EPAS competencies: two generalist practice behaviors and generalist knowledge that builds to advanced gero knowledge and two practice behaviors.

EPAS Advanced Gero Curriculum Resource Examples

This section gives examples that

- present one gero advanced practice behavior for each of the 10 EPAS competencies as an example to relate aging curricular resources;
- suggest a pedagogical exercise (e.g., in-class activity, case study);
- present assignments that integrate measurement of practice behavior attainment; and
- suggest a research article providing evidence-based social work practice.

Geriatric Social Work Competency Scale II With Life-Long Learning in Relationship to Leadership Skills

This section offers a complete reference of gerontological practice behaviors and a tool for their measurement. In addition to the assignments provided to measure competence in the EPAS advanced gero curriculum resource examples, the scale provides a self-assessment tool, and the field instructor version offers additional objective measurement of skill accomplishment. It is the reference for the selected and additional gero practice behaviors described in this guide. (For further explanation, instruction, and evidence of the effectiveness of the measures, see the SWLI Web site (SWLI, 2009).



EPAS Competencies Related to Generalist and Advanced Gero Social Work Knowledge and Practice Behaviors

Boldface numbers in parentheses refer to the Geriatric Social Work Initiative Competency Scale II With Life-Long Learning in Relationship to Leadership Skills on p. 29.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly

Practice Behaviors

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Generalist Aging Knowledge

To practice across the lifespan, social workers first explore, identify, and resolve their own biases, myths, and stereotypes about older adults and the aging process.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers, through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and

stereotypes of older persons. Gero social workers play a key role in interdisciplinary teams to assess and plan for older adults' care, respecting the contribution of each discipline. Advanced practitioners in gero

- assess and address values and biases regarding aging (**I: 1**) and
- understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice. (**I: 10**)

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

Practice Behaviors

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers (NASW) Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Generalist Aging Knowledge

Social workers recognize ethical conflicts, boundaries, and the issues related to practice with older adults and their support systems and resolve them according to the NASW Code of Ethics.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers at the advanced level of practice can provide supervision from an ethics-based perspective. Advanced practitioners in gero

- apply ethical principles to *decisions* on behalf of all older clients with special attention to those who have limited decisional capacity (**I: 3**) and
- assess “self in relation” to motivate themselves and others toward mutual, meaningful achievement of a focused goal or committed standard of practice. (**V: 1**)

Educational Policy: 2.1.3. Apply critical thinking to inform and communicate professional judgments

Practice Behaviors

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Generalist Aging Knowledge

Social workers use existing data to inform their role to work with older adults, their families, and communities. In addition, social workers can communicate basic psychosocial data to older clients, their families, professional colleagues, and community stakeholders.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers are able to integrate multiple forms of data into their professional roles. This information will include theoretical perspectives and research findings, such as evaluation of their own practice, assessment data, and evaluations from colleagues in other disciplines. In addition, advanced geriatric social workers have the ability to communicate psychosocial, clinical, and evaluative data to older clients, their families, professional colleagues, and community stakeholders. Advanced practitioners in gero

- relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective) **(I: 6)** and
- communicate to public audiences and policy makers through multiple media, including writing synthesis reports and legislative statements and orally presenting the mission and outcomes of the services of an organization or for diverse client groups. **(V: 8)**

Educational Policy 2.1.4—Engage diversity and difference in practice Practice Behaviors

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants.

Generalist Aging Knowledge

Social workers recognize inequality and difference across the aging experience. This includes difference in age, gender, race/ethnicity, sexual orientation, functional ability, religion/spirituality, class, work status, immigration status, and many other areas. Social workers are able to understand and dispel personal biases and perspectives in working to support older adult choices. Social workers gain skill in identifying and respectfully addressing varying values, beliefs, and behavior. The differential impact of policies and programs on older adults is understood.



Advanced Gero Knowledge and Practice Behaviors

Gero social workers develop knowledge about diversity that increases their expertise and ability to work effectively with older adult clients in ways tailored to specific needs. Gero social workers practice multidimensionally in policy, clinical, and other settings with attention to creation of specialized outcomes with and for older clients. Gero social workers recognize that no single solution will work equally well for all older adults and thrive on the ability to seek and integrate many facets of difference in planning and practice. Advanced practitioners in gero

- respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation) **(I: 4)** and
- address the cultural, spiritual, and ethnic values and beliefs of older adults and families. **(I: 5)**

Additionally, the following gero competencies were matched to the EPAS competence domain: **(V: 6)**.

Educational Policy 2.1.5—Advance human rights and social and economic justice

Practice Behaviors

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

Generalist Aging Knowledge

Social workers advance human rights and social and economic justice for older adults in both direct and indirect ways. Indirectly, social workers are knowledgeable about environmental, social, psychological, financial, and physical barriers some older adults encounter when engaging in their own communities. Social workers address discriminatory practices and language toward older adults. Directly, when working with clients, social workers acknowledge and engage older adults in their systems.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers advocate for the inclusion of older adults and convening of stakeholders to plan and develop the programs, policies, and laws related to serving older adults and their families. To effect advocacy and needed change, gero social workers communicate effectively with multiple audiences in the community. Advanced practitioners in gero

- respect and promote older adult clients' right to dignity and self-determination **(I: 2)** and
- assess and address any negative impacts of social and health care policies on practice with historically disadvantaged populations. **(IV: 10)**

Additionally, the following gero competencies were matched to the EPAS competence domain: **(IV: 4, IV: 5)**.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

Practice Behaviors

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice



Generalist Aging Knowledge

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. They evaluate the strength of the evidence.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and use research findings to improve practice, policy, and social service delivery for older persons and their care providers. Gero social workers can conduct community needs assessments that include the needs of older persons. Gero social workers can complete literature reviews of the evidence base. Advanced practitioners in gero

- evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults (**IV: 6**) and
- promote the use of research (including evidence-based practice) to evaluate and enhance the effectiveness of social work practice and aging related services (**V: 10**).

Additionally, the following gero competencies were matched to the EPAS competence domain: (**IV: 7**).

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

Practice Behaviors

- Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

Generalist Aging Knowledge

Social workers use a life course perspective to inform practice with diverse older adults within a sociocultural and historical context.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers synthesize new knowledge about the human condition into their work with older adults and the multisystems with which they interact. Advanced practitioners in gero

- relate social work perspectives and related theories to practice with older adults (**I: 7**) and
- identify issues related to losses, changes, and transitions over their life cycle in designing interventions (**I: 8**).

Additionally, the following gero competencies were matched to the EPAS competence domain: (**I: 9, V: 3, V: 9**).

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Practice Behaviors

- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action

Generalist Aging Knowledge

Social workers understand that policy affects the service delivery of older adults, and they actively engage in policy practice on behalf of older adults.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers know the history and current structures of social policies and services that affect older adults, and they understand the role of policy in service delivery and of practice in policy development. Gero social workers analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action on behalf of older adults. Advanced practitioners in gero

- adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers (**IV: 2**) and
- manage individual (personal) and multistakeholder (interpersonal) processes at the community, interagency, and intra-agency levels to inspire and leverage power and resources to optimize services for older adults (**V: 7**).

Educational Policy 2.1.9—Respond to contexts that shape practice

Practice Behaviors

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Generalist Aging Knowledge

Social workers have a beginning level of understanding about the history and current trends in the service delivery systems in practice with older adults. They are familiar with the ways in which organizational, community, and societal contexts at all levels of practice affect older adults.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers are familiar with the history and current trends in public service delivery systems for older adults. Advanced practitioners are familiar with specific aspects of relevant services and provide leadership to promote sustainable changes in the service delivery system and practice to meet the needs of a growing aging population. Advanced practitioners in gero

- create a shared organizational mission, vision, values, and policies responding to ever-changing service systems to promote coordinated optimal services for older persons (**V: 2**) and
- advocate and organize with service providers, community organizations, policy makers, and the public to meet the needs of a growing aging population (**IV: 8**).

Additionally, the following gero competencies were matched to the EPAS competence domain: (**V: 4** , **V: 5** , **IV: 5**).

Educational Policy 2.1.10(a)—Engage with individuals, families, groups, organizations, and communities

Practice Behaviors

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

Generalist Aging Knowledge

Social workers have knowledge and basic skills to engage diverse individuals of all ages (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression), including families, groups, organizations, and communities in prevention and intervention practice across the life span.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers integrate both theoretical and empirical knowledge into engaging diverse (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression) individuals, families, groups, organizations, and communities in prevention and intervention practice. Social workers practice collaboratively with as well as independent of other practitioners in aging; social workers use advanced-practice interpersonal interviewing skills (e.g., empathy and rapport) to mutually engage diverse populations. Advanced practitioners in gero

- use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems (**II: 1**) and



- establish rapport and maintain effective working relationships with older adults and family members. (III: 1)

Additionally, the following gero competencies were matched to the EPAS competence domain: (IV: 1).

Educational Policy 2.1.10(b)—Assess with individuals, families, groups, organizations, and communities

Practice Behaviors

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

Generalist Aging Knowledge

Social workers acquire knowledge about appropriate tools for assessing the physical, mental, cognitive, social, and biopsychosocial functioning and needs of older adults and their caregivers. They work with more advanced practitioners in aging to collect, organize, and interpret data; to assess older adults' strengths and weaknesses; to develop mutual intervention goals and objectives for older adults; and to choose best intervention strategies.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers have the knowledge and skills to use multidisciplinary and multidimensional assessment methods when intervening with older adults. Advanced-level professionals understand the strengths and limitations of extant assessment methods in using them to assess the physical, mental, cognitive, social, and biopsychosocial functioning and the needs of diverse older adults and their caregivers. Advanced-level professionals select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression), older adults, and their caregivers. Advanced practitioners in gero

- conduct a comprehensive geriatric assessment (biopsychosocial evaluation) (II: 3) and
- administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam) (II: 8).

Additionally, the following gero competencies were matched to the EPAS competence domain: (II: 2, II: 4, II: 5, II: 6, II: 7, IV: 9).

Educational Policy 2.1.10(c)—Intervene with individuals, families, groups, organizations, and communities

Practice Behaviors

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

Generalist Aging Knowledge

Social work practice is founded on empirical and theoretical knowledge of a range of modalities and strategies to use in practice prevention and intervention with diverse older adults. Additionally, social workers practicing at this level work with advanced practitioners in aging and use basic skills to facilitate prevention and intervention across multiple contexts involving older adults as individuals, within families, organizations, and communities.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers apply skills and use empirical and theoretical knowledge when intervening with older adults and families; use multiple modalities and strategies when intervening with older adults and families; and intervene across multiple contexts—with older adults as individuals and within families, organizations, and communities. Social workers in aging are familiar with resources and can match them to the needs of older adults when implementing interventions. They seek to build the capacity of older adults and their families from the beginning to the end of interventions. Advanced practitioners in gero

- use group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups) (III: 3) and
- provide social work case management to link elders and their families to resources and services (III: 6).

Additionally, the following gero competencies were matched to the EPAS competence domain: (III: 2, III: 4, III: 5, III: 7, III: 8, III: 9, III: 10).

Educational Policy 2.1.10(d)—Evaluate with individuals, families, groups, organizations, and communities

Practice Behaviors

- Social workers critically analyze, monitor, and evaluate interventions.

Generalist Aging Knowledge

Social workers are knowledgeable about the evaluation of interventions on behalf of older persons across multiple contexts—with individuals, families, groups, organizations, and communities. Social workers have not only knowledge but also basic skills in working with multiple stakeholders when planning and conducting evaluations of practice. They communicate and disseminate evaluation results to stakeholders.

Advanced Gero Knowledge and Practice Behaviors

Gero social workers apply evaluation skills to establish evidence-based evaluations founded on measurable goals, objectives, and outcomes. Whether working collaboratively with or independently of other practitioners, social workers in aging aim to ascertain the intended and unintended effects of interventions on diverse groups of older adults and their caregivers. Social workers apply multidisciplinary research skills to analyze, monitor, and evaluate interventions that are implemented across multiple contexts—with individuals, families, groups, organizations, and communities; they communicate and disseminate evaluation results to intended audiences. Advanced practitioners in gero

- develop clear, timely, and appropriate service plans with measurable objectives for older adults (II: 9) and
- reevaluate and adjust service plans for older adults on a continuing basis (II: 10).

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Additional Resources

- Cummings, S. M., & Kropf, N. P. (Eds.) (2009). *Handbook of psychosocial interventions for older adults: Evidence based approaches*. New York: Routledge.
- Greene, R., Cohen, H., Galambos, C., & Kropf, N. (Eds.). (2007). *Foundations of social work practice in the field of aging: A competency-based approach*. Washington, DC: NASW Press.



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EPAS Advanced Gero Social Work Practice Matrix

This matrix summarizes (a) two generalist practice behaviors and (b) generalist knowledge that builds to advanced gero knowledge and two practice behaviors in relationship to the EPAS competencies.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly		
Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Practice personal reflection and self-correction to assure continual professional development ● Attend to professional roles and boundaries 	<p>To practice across the life span social workers first explore, identify, and resolve their own biases, myths, and stereotypes about older adults and the aging process.</p>	<p>Gero social workers, through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotypes of older persons. Gero social workers play a key role in interdisciplinary teams to assess and plan for older adults' care, respecting the contribution of each discipline. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● assess and address values and biases regarding aging; and ● understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice		
Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Recognize and manage personal values in a way that allows professional values to guide practice ● Make ethical decisions by applying standards of the National Association of Social Workers (NASW) Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles 	<p>Social workers recognize ethical conflicts, boundaries, and the issues related to practice with older adults and their support systems and resolve them according to the NASW Code of Ethics.</p>	<p>Gero social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers at the advanced level of practice can provide supervision from an ethics-based perspective. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● apply ethical principles to decisions on behalf of all older clients with special attention to those who have limited decisional capacity and ● assess “self in relation” to motivate themselves and others toward mutual, meaningful achievement of a focused goal or committed standard of practice.

Educational Policy: 2.1.3—Apply critical thinking to inform and communicate professional judgments

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom ● Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues 	<p>Social workers use existing data to inform their role to work with older adults, their families, and communities. In addition, social workers can communicate basic psychosocial data to older clients, their families, professional colleagues, and community stakeholders.</p>	<p>Gero social workers are able to integrate multiple forms of data into their professional roles. This information will include theoretical perspectives and research findings, such as evaluation of their own practice, assessment data, and evaluations from colleagues in other disciplines. In addition, advanced gero social workers have the ability to communicate psychosocial, clinical, and evaluative data to older clients, their families, professional colleagues, and community stakeholders. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective) and ● communicate to public audiences and policy makers through multiple media, including writing synthesis reports and legislative statements and orally presenting the mission and outcomes of the services of an organization or for diverse client groups.

Educational Policy 2.1.4—Engage diversity and difference in practice

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power ● Recognize and communicate an understanding of the importance of difference in shaping life experiences 	<p>Social workers recognize inequality and difference across the aging experience. This includes difference in age, gender, race/ethnicity, sexual orientation, functional ability, religion/spirituality, class, work status, immigration status, and many other areas. Social workers are able to understand and dispel personal biases and perspectives in working to support older adult choices. Social workers gain skill in identifying and respectfully addressing varying values, beliefs, and behavior. The differential impact of policies and programs on older adults is understood.</p>	<p>Gero social workers develop knowledge about diversity that increases their expertise and ability to work effectively with older adult clients in ways tailored to specific needs. Gero social workers practice multidimensionally in policy, clinical, and other settings with attention to creation of specialized outcomes with and for older clients. Gero social workers recognize that no single solution may work equally well for all older adults and thrive on the ability to seek and integrate many facets of difference in planning and practice. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation) and ● address the cultural, spiritual, and ethnic values and beliefs of older adults and families.

Educational Policy 2.1.5—Advance human rights and social and economic justice

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge And Practice Behaviors
<ul style="list-style-type: none"> ● Understand the forms and mechanisms of oppression and discrimination ● Engage in practices that advance social and economic justice 	<p>Social workers advance human rights and social and economic justice for older adults in both direct and indirect ways. Indirectly, social workers are knowledgeable about environmental, social, psychological, financial, and physical barriers some older adults encounter when engaging in their own communities. Social workers address discriminatory practices and language toward older adults. Directly, when working with clients, social workers acknowledge and engage older adults in their systems.</p>	<p>Gero social workers advocate for the inclusion of older adults and convening of stakeholders to plan and develop the programs, policies, and laws related to serving older adults and their families. To effect advocacy and needed change, gero social workers communicate effectively with multiple audiences in the community. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● respect and promote older adult clients’ right to dignity and self-determination and ● assess and address any negative impacts of social and health care policies on practice with historically disadvantaged populations.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Use practice experience to inform scientific inquiry ● Use research evidence to inform practice 	<p>Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. They evaluate the strength of the evidence.</p>	<p>Gero social workers use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and use research findings to improve practice, policy, and social service delivery for older persons and their care providers. Gero social workers can conduct community needs assessments that include the needs of older persons. Gero social workers can complete literature reviews of the evidence base. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults and ● promote the use of research (including evidence-based practice) to evaluate and enhance the effectiveness of social work practice and aging-related services.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation ● Critique and apply knowledge to understand person and environment 	<p>Social workers use a life course perspective to inform practice with diverse older adults within a sociocultural and historical context.</p>	<p>Gero social workers synthesize new knowledge about the human condition into their work with older adults and the multisystems with which they interact. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● relate social work perspectives and related theories to practice with older adults and ● identify issues related to losses, changes, and transitions over their life cycle in designing interventions.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Analyze, formulate, and advocate for policies that advance social well-being ● Collaborate with colleagues and clients for effective policy action 	<p>Social workers understand that policy affects the service delivery of older adults, and they actively engage in policy practice on behalf of older adults.</p>	<p>Gero social workers know the history and current structures of social policies and services that affect older adults, and they understand the role of policy in service delivery and of practice in policy development. Gero social workers analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action on behalf of older adults. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers and ● manage individual (personal) and multistakeholder (interpersonal) processes at the community, interagency, and intra-agency levels to inspire and leverage power and resources to optimize services for older adults.

Educational Policy 2.1.9—Respond to contexts that shape practice

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services 	<p>Social workers have a beginning level of understanding about the history and current trends in the service delivery systems in practice with older adults. They are familiar with the ways in which organizational, community, and societal contexts at all levels of practice affect older adults.</p>	<p>Gero social workers are familiar with the history and current trends in public service delivery systems for older adults. Advanced practitioners are familiar with specific aspects of relevant services and provide leadership to promote sustainable changes in the service delivery system and practice to meet the needs of a growing aging population. Advanced practitioners in gero</p> <ul style="list-style-type: none"> create a shared organizational mission, vision, values, and policies responding to ever-changing service systems to promote coordinated optimal services for older persons and advocate and organize with service providers, community organizations, policy makers, and the public to meet the needs of a growing aging population.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Educational Policy 2.1.10(a)—Engagement

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> Use empathy and other interpersonal skills Develop a mutually agreed-on focus of work and desired outcomes 	<p>Social workers have knowledge and basic skills to engage diverse individuals of all ages (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression), including families, groups, organizations, and communities in prevention and intervention practice across the life span.</p>	<p>Gero social workers integrate both theoretical and empirical knowledge into engaging diverse (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression), including individuals, families, groups, organizations, and communities in prevention and intervention practice across the life span. Social workers practice collaboratively with as well as independent of other practitioners in aging; social workers use advanced-practice interpersonal interviewing skills (e.g., empathy and rapport) to mutually engage diverse populations. Advanced practitioners in gero</p> <ul style="list-style-type: none"> use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems and establish rapport and maintain effective working relationships with older adults and family members.

Educational Policy 2.1.10(b)—Assessment

Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Collect, organize, and interpret client data ● Assess client strengths and limitations 	<p>Social workers acquire knowledge about appropriate tools for assessing the physical, mental, cognitive, social, and biopsychosocial functioning and needs of older adults and their caregivers. They work with more advanced practitioners in aging to collect, organize, and interpret data; to assess older adults' strengths and weaknesses; to develop mutual intervention goals and objectives for older adults; and to choose best intervention strategies.</p>	<p>Gero social workers have the knowledge and skills to use multidisciplinary and multidimensional assessment methods when intervening with older adults. Advanced-level professionals understand the strengths and limitations of extant assessment methods in using them to assess the physical, mental, cognitive, social, and biopsychosocial functioning and the needs of diverse older adults and their caregivers. Advanced-level professionals select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression), older adults, and their caregivers. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● conduct a comprehensive geriatric assessment (biopsychosocial evaluation) and ● administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam).

Educational Policy 2.1.10(c)—Intervention		
Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Implement prevention interventions that enhance client capacities ● Help clients resolve problems 	<p>Social work practice is founded on empirical and theoretical knowledge of a range of modalities and strategies to use in practice prevention and intervention with diverse older adults. Additionally, social workers practicing at this level work with advanced practitioners in aging and use basic skills to facilitate prevention and intervention across multiple contexts involving older adults as individuals, within families, organizations, and communities.</p>	<p>Gero social workers apply skills and use empirical and theoretical knowledge when intervening with older adults and families; use multiple modalities and strategies when intervening with older adults and families; and intervene across multiple contexts—with older adults as individuals and within families, organizations, and communities. Social workers in aging are familiar with resources and can match them to the needs of older adults when implementing interventions. They seek to build the capacity of older adults and their families from the beginning to the end of interventions. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● use group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups) and ● provide social work case management to link elders and their families to resources and services.
Educational Policy 2.1.10(d)—Evaluation		
Selected Practice Behaviors	Generalist Aging Knowledge	Advanced Gero Knowledge and Practice Behaviors
<ul style="list-style-type: none"> ● Critically analyze, monitor, and evaluate interventions 	<p>Social workers are knowledgeable about the evaluation of interventions on behalf of older persons across multiple contexts—with individuals, families, groups, organizations, and communities. Social workers have not only knowledge but also basic skills in working with multiple stakeholders when planning and conducting evaluations of practice. They communicate and disseminate evaluation results to stakeholders.</p>	<p>Gero social workers apply evaluation skills to establish evidence-based evaluations founded on measurable goals, objectives, and outcomes. Whether working collaboratively with or independently of other practitioners, social workers in aging aim to ascertain the intended and unintended effects of interventions on diverse groups of older adults and their caregivers. Social workers apply multidisciplinary research skills to analyze, monitor, and evaluate interventions that are implemented across multiple contexts—with individuals, families, groups, organizations, and communities; they communicate and disseminate evaluation results to intended audiences. Advanced practitioners in gero</p> <ul style="list-style-type: none"> ● develop clear, timely, and appropriate service plans with measurable objectives for older adults and ● reevaluate and adjust service plans for older adults on a continuing basis.

EPAS Advanced Gero Curriculum Resource Examples

Class exercises and assignments/measurement available at

<http://www.gero-edcenter.org/GeroCompetencies>. Evidence-based practice available

at <http://www.socialworkleadership.org/nsw/cap/welcome/php>.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly			
Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Assess and address values and biases regarding aging.	Perceptions of Age Lab	Knowledge of Aging for Social Work Quiz	Sarkisian, C., Steers, W. N., Hays, R. D., & Mangione, C. M. (2005). Development of the 12-item expectations regarding aging survey. <i>Gerontologist, 45</i> , 240–248.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice			
Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Apply ethical principles to <i>decisions</i> on behalf of all older clients with special attention to those who have limited decisional capacity.	Hospice Social Work: Nutrition and Hydration	Dolgoff, R. Loewenberg, F. M., & Harrington, D. (2004). <i>Ethical decisions for social work practice</i> (7th ed.). Belmont, CA: Brooks, Cole. (p. 113).	Dobrof, J., Dolinko, A., Lichtiger, E., Uribarri, J., & Epstein, I. (2001). Dialysis patient characteristics and outcomes: The complexity of social work practice with the end stage renal disease population. <i>Social Work in Health Care, 33</i> (3–4), 105–128.
Educational Policy: 2.1.3. Apply critical thinking to inform and communicate professional judgments			
Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).	Multigenerational Issues in Caregiving	Perspectives on Older Adults and the Aging Family Safety Checklist/ Home visit interview (p. 7 of syllabus)	Toseland, R. W., Blanchard, C. G., & McCallion, P. (1995). A problem-solving intervention for caregivers of cancer patients. <i>Social Science & Medicine, 40</i> , 517–528.

Educational Policy 2.1.4—Engage diversity and difference in practice

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Address the cultural, spiritual, and ethnic values and beliefs of older adults and families.	The Sanchez Family	Ethnogeriatrics Group Assignment	Nápoles-Springer, A. M., Santoyo, J., Houston, K., Pérez-Stable, E. J., & Stewart, A. L. (2005). Patients' perceptions of cultural factors affecting the quality of their medical encounters. <i>University of California Postprint</i> , Paper 668. Retrieved August 19, 2009, from http://repositories.cdlib.org/postprints/668/

Educational Policy 2.1.5—Advance human rights and social and economic justice

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Assess and address any negative effects of social and health care policies on practice with historically disadvantaged populations.	Case of Ms. Vishnick & Anita. Source: Kropf, N. P., & Tompkins, C. (2002). <i>Teaching aging</i> (pp. 178–179). Alexandria, VA: Council on Social Work Education.	Community Participation with Older People: Macro Practice Assignment	Madden, L., Hicks-Coolick, A., & Kirk, A. B. (2002). An empowerment model for social welfare consumers: Its effectiveness and implications for welfare reform. <i>Lippincott's Case Management</i> , 7(3), 129–136.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Promote the use of research (including evidence-based practice) to evaluate and enhance the effectiveness of social work practice and aging related services.	Senior Emergency Rooms (National Public Radio resource)	Research and Cultural Competence. Adapted from: Greene, R., Cohen, H., Galambos, C., & Kropf, N. (Eds.). (2007). <i>Foundations of social work practice in the field of aging: A competency-based approach</i> . Washington, DC: NASW Press.	DeCoster, V. A., & Cummings, S. M. (2005) Helping adults with diabetes: A review of evidence-based interventions. <i>Health and Social Work</i> , 30, 259–264.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Identify issues related to losses, changes, and transitions over their life cycle in designing interventions	Human Behavior and the Social Environment Case Study: Multigenerational Issues and Caregiving	Treatment Team Case Assignment	Bartels, S., Dums, A. R., Oxman, T. E., Schneider, L. S., Areán, P. A., Alexopoulos, G. S., et al. (2002) Evidence-based practices in geriatric mental health care. <i>Psychiatric Services, 53</i> , 1419–1431.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Manage individual (personal) and multi-stakeholder (interpersonal) processes at the community, interagency, and intra-agency levels to inspire and leverage power and resources to optimize services for older adults	Policy Analysis and Advocacy Exercise: Stakeholders and Allies	Community Practice Assignment	Mosqueda, L., Burnight, K., Liao, S., & Kemp, B. (2004). Advancing the field of elder mistreatment: A new model for integration of social and medical services. <i>Gerontologist, 44</i> , 703–708.

Educational Policy 2.1.9—Respond to contexts that shape practice

Advanced Gero Practice Behaviors	Class Exercises	Assignments/ Measurement*	Evidence-Based Practice
Advocate and organize with service providers, community organizations, policy makers, and the public to meet the needs of a growing aging population.	How Policy Impacts Practice: Role Play	Older Adults in the Community or Organization: Macro Practice Assignment	Aranda, M. P., Villa, V. M., Trejo, L., Ramirez, R., & Ranny, M.. (2003). El Portal Latino Alzheimer's Project: Model program for Latino caregivers of Alzheimer's disease-affected people. <i>Social Work, 48</i> , 259–271.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Educational Policy 2.1.10(a)—Engagement

Advanced Geriatric Practice Behaviors	Class Exercises	Assignments/Measurement*	Evidence-Based Practice
Establish rapport and maintains effective working relationships with older adults and family members.	Communicating With Older Clients: Disorders Simulation	Perspectives on Older Adults and the Aging Family	Murphy, J., Gray, C., & Cox, S. (2007). The use of Talking Mats to improve communication and quality of care for people with dementia. <i>Housing, Care and Support</i> , 10(3), 21–28.

Educational Policy 2.1.10(b)—Assessment

Advanced Geriatric Practice Behaviors	Class Exercises	Assignments/Measurement*	Evidence-Based Practice
Conduct a comprehensive geriatric assessment (biopsychosocial evaluation).	Dementia: Mrs. J.	Treatment Team Case Assignment	Doherty, D., Davies, S., & Woodcock, L. (2008). Examining the impact of a specialist care homes support team. <i>Nursing Standard</i> , 23(5), 35–41.

Educational Policy 2.1.10(c)—Intervention

Advanced Geriatric Practice Behaviors	Class Exercises	Assignments/Measurement*	Evidence-Based Practice
Use group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).	The Role of Social Work in Managing Chronic Illness Care (Refer to Table 3, pp. 12–14, of document for relevant case materials.)	Aging Populations and their Families (Refer to Part B of the multiple choice assignment on intervention.)	Toseland, R. W., Blanchard, C. G., & McCallion, P. (1995). A problem-solving intervention for caregivers of cancer patients. <i>Social Science & Medicine</i> , 40, 517–528.

Educational Policy 2.1.10(d)—Evaluation

Advanced Geriatric Practice Behaviors	Class Exercises	Assignments/Measurement*	Evidence-Based Practice
Develop clear, timely, and appropriate service plans with measurable objectives for older adults.	Hospice Social Work: Caregiver Stress	The Role of Social Work in Managing Chronic Illness Care (Refer to Table 2, pp. 8–9)	Kalra, L., Evans, A., Perez, I., Knapp, M., Swift, C., & Donaldson, N. (2005). A randomized controlled comparison of alternative strategies in stroke care. <i>Health Technology Assessment</i> , 9(18).

*See Geriatric Social Work Initiative Competency Scale II With Life-Long Learning in Relationship to Leadership Skills (p. 29).

Geriatric Social Work Initiative

Geriatric Social Work Competency Scale II

With Life-Long Learning in Relationship to Leadership Skills

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. These competences are to be developed at different levels across the social work learning continuum, from BSW to MSW at the core and advanced levels and in life-long learning post-MSW. The scale was designed for pre-post evaluations of education and field training. An accompanying field instructor version is available (<http://www.socialworkleadership.org/hsw/competencies/competencies.php>).

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)

0	1	2	3	4
Not skilled at all	Beginning skill	Moderate skill	Advanced skill	Expert skill

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

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.	_____

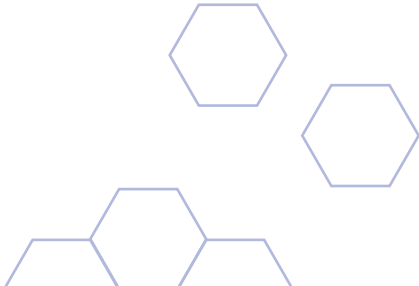
Comments _____

V. LEADERSHIP IN THE PRACTICE ENVIRONMENT OF AGING	
Leadership skills are life-long learning objectives for which a foundation is laid in social work education. Competence is built over years of practice and continuing education.	Skill Level (0–4)
1. Assess “self-in-relation” in order to motivate yourself and others including trainees, students, and staff toward mutual, meaningful achievement of a focused goal or committed standard of practice.	_____
2. Create a shared organizational mission, vision, values, and policies responding to ever-changing service systems in order to promote coordinated, optimal services for older persons.	_____
3. Analyze historical and current local, state, national policies from a global human rights perspective in order to inform action related to an identified social problem and/or program for older adults for the purpose of creating change.	_____
4. Plan strategically to reach measurable objectives in program, organizational, or community development for older adults.	_____
5. Administer programs and organizations from a strengths perspective to maximize and sustain human resource (staff and volunteers) and fiscal resources for effectively serving older adults.	_____
6. Build collaborations across disciplines and the service spectrum to assess access, continuity, and reduce gaps in services to older adults.	_____
7. Manage individual (personal) and multistakeholder (interpersonal) processes at the community, interagency, and intra-agency levels in order to inspire, leverage power, and resources to optimize services for older adults.	_____
8. Communicate to public audiences and policy makers through multiple media including writing synthesis reports and legislative statements and orally presenting the mission and outcomes of the services of an organization or for diverse client group(s).	_____
9. Advocate with and for older adults and their families for building age-friendly community capacity (including the use of technology) and enhance the contribution of older persons.	_____
10. Promote use of research (including evidence-based practice) to evaluate and enhance the effectiveness of social work practice and aging related services.	_____

Comments _____



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