

Office of Aging and Long Term Care

Sustaining the Hartford GeroRich Initiative: Evaluating Continued Effectiveness of a Multi-Level Intervention

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Aging Competency Goals

- Increase gerontology-rich communications
- Infuse gerontological knowledge
- Encourage implementation of gerontological skills

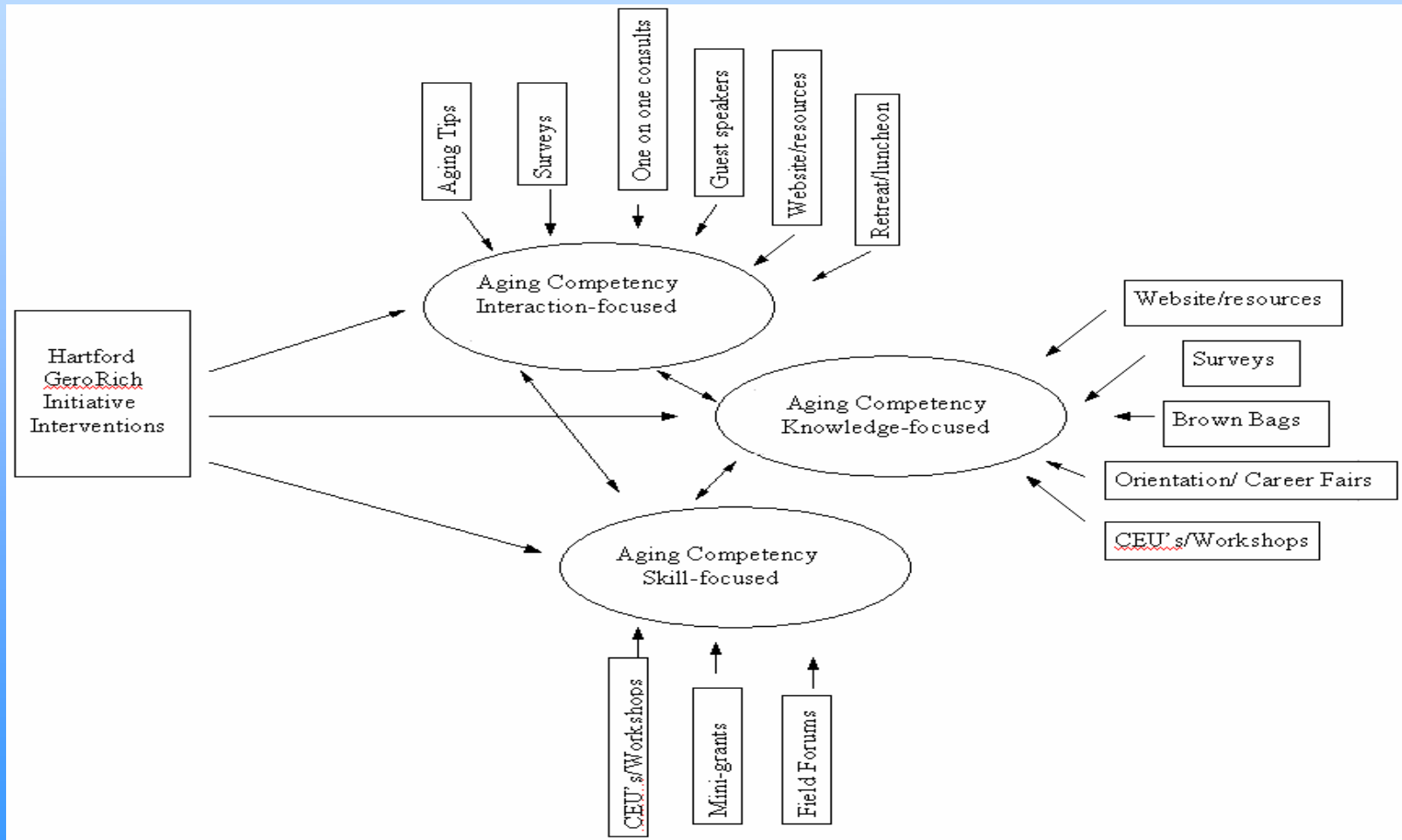
Research Questions

- Did students increase their self-rated aging competency from pre-test to post-test?
- How did students rate gerontological content in their overall classes and in core classes (policy, HBSE, practice, & research) and field experience?
- What, if any, were significant predictors of student's intent to work in aging field and preparedness to work with older adults?

KU's Multi-Level Community Approach

- Conceptual Foundations
 - Ecological Perspective
 - Multi-layered educational community (students, faculty, and field instructors) embedded in larger professional and non-professional community
 - Capitalized on strengths of school culture
 - Learning Theory
 - Multiple learning experiences engaging diverse learning styles
 - Flexible responses to needs of students, faculty, field, and larger community

Intervention Model



Design of Study

- Pre- and Post-test Methodology
 - BSW (junior and senior)
 - MSW (foundation and advanced)
 - September (2004) and May (2005) test administration
- Test Instrument
 - Social Work with Aging Skill Competency Scale (revised version, 2004)
 - Addition of ten quantitative questions
 - Class and field assessments
 - Intent /preparedness to work with older adults
 - Personal relationship with older adults

Statistical Analyses

- Descriptive
- Independent sample and paired t-tests
- Multiple regression analyses

Sample

- Sample
 - Total response rate 92%
 - 91.4% of BSW students (128 respondents of 140)
 - 92.3% of MSW students (298 respondents of 323)
 - Missing data
 - 37 surveys excluded due to incompleteness
 - Of the above 37, 10 surveys missing SSN

Findings: Overall Competency Ratings

- Range of scores possible on competency scale
 - Thirty-eight questions
 - Five-point Likert scale (0-4)
 - Full competency = 152
- Mean pre-test scores
 - BSW mean total score= 54.36
 - MSW mean total score= 62.98
- Mean post-test scores
 - BSW mean total score= 76.16
 - MSW mean total score= 89.16

Findings: Research Question 1

- Did students increase their self-rated aging competency from pre-test to post-test?
 - T-tests analyses (both independent sample and paired t-tests) found that
 - Both BSW and MSW students significantly ($p \leq .001$) increased their self-reported age skill competency.
 - Significant ($p \leq .001$) increases were found in all sub-scales (values, assessment, practice and service/policy).
 - BSWs self-rated their competency level at both pre and post test significantly ($p \leq .001$) lower than MSW students.

Findings: Research Question 2

- How did students rate gerontological content in their classes overall and in their field experience? *

	Overall	Field
BSW	61%	49%**
MSW	57%	61%

*percent of students rating classes average or better; ** Senior BSW's only

Findings: Research Question 2

- How did students rate gerontological content in specific classes (policy, HBSE, practice & research)?*

	Policy	HBSE	Practice	Research
BSW	80%	84%	71%	55%
MSW	80%	78%	65%	61%

* percent of students rating average or better

Findings: Research Question 2

- **What, if any, class ratings predicted the total competency score?**
 - For BSWs
 - HBSE and Policy ratings were significant predictors of the total competency score ($F(5.65) = 10.58, p < .001$). Model's correlation coefficient = .67 with 41% of the variance explained.
 - For MSWs
 - Field and Practice ratings were significant predictors of the total competency score ($F(2, 208) = 11.54, p < .001$). Model's correlation coefficient = .46 with 22% of the variance explained.

Findings: Research Question 3

- **What, if any, were significant predictors of student's intent to work in aging field?**
 - For BSWs, "very good" &/or "excellent" intent was predicted by response to "level of confidence" question. The correlation coefficient was .50 with 25% of the variance explained.
 - For MSWs, "very good" &/or "excellent" intent was predicted by response to "level of confidence" and "preparedness" questions. The correlation coefficient was .53 with 33% of the variance explained.

Findings: Research Question 3

- **What, if any, were significant predictors of student's self-rated preparedness?**
 - For BSWs
 - Three variables (level of confidence, total competency scores, and relationship with an older adult) were significant predictors. The model's correlation coefficient was .72 with 52% of the variance explained.
 - For MSWs
 - Four variables (level of confidence, total competency scores, overall class ratings, and intent to work in the aging field) were significant predictors. The model's correlation coefficient was .77 with 60% of the variance explained.

Limitations

- Possible spurious variables not assessed.
- Problems with matching SSN for more rigorous paired t- tests.
- Cross-sectional data only.

Conclusions

- The multi-level intervention model significantly increased both BSW and MSW self-rated assessment of their aging competency.
 - The Hartford GeroRich Project did positively impact social work students at the University of Kansas.
 - Although competencies were improved, mean scores are still far from “full competency”. Both BSW and MSW mean scores fall in the moderately competent range indicating additional room for improvement.
 - Not surprisingly, BSW level of competencies were much lower at both pre and post assessments than MSWs.

Conclusions (continued)

- MSW and BSW students appear to be differentially impacted by different classes. This may suggest that different strategies may work for each group.
- For both BSW and MSW students, improving the connection between research classes and aging is needed.
- For BSWs, a personal relationship with an older person appears to be more important to foster aging competencies than with MSWs.

Next Steps

- Sustainability fostered by program inclusion in OALTC office
 - On-going connection with faculty to sustain age-specific content and provide consultation.
 - Outreach to new faculty.
 - Interventions in place (availability of videos, classroom resources, assessment tools, etc.).
- Creation of new interventions specific to MSW and BSW students to address their specific needs.

The Hartford GeroRich Project HAS Made a Difference!



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