

Program Assessment: *Annual Report*

Program(s): INTERPROFESSIONAL GERONTOLOGY CERTIFICATE

Department: School of Social Work

College/School: CPHSJ

Date: 4/8/19

Primary Assessment Contact: Cara Wallace, PhD, LMSW

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Outcomes 1 – 3.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

We had 3 students graduate in August 2018. Our program first became available in August 2017. Student Portfolios (one assignment from each course taken for the certificate) were used to evaluate each outcome along with student exit interviews (2 of 3 completed). Faculty input is provided during annual meeting in addition to via e-mail as needed over the course of the year (as students are enrolled in various courses, etc). We also met face-to-face with our 3 graduating students in a focus group, since they were the first to complete the program.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Our Gerontology Certificate Committee decided Portfolios should be reviewed by the Certificate Coordinator and the Primary advisor of the program. All 3 graduating students were within Social Work, so Dr. Berg-Weger and Dr. Wallace met to assess portfolios using our standardized rubric. Additionally, we combined findings from student exit surveys (only 2 completed to date).

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Assignments across courses appear to be addressing learning outcomes across students. Per feedback in student exit surveys, students express satisfaction and gratitude for participation in the program. Identified courses appear to be addressing identified program objectives, however, findings are limited due to the low number of students who have completed the program. These assessments will become more meaningful as we have larger numbers of students provide feedback. Aggregate data is attached for portfolio assessments and student exit surveys.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Due to limited data to date, we continue to collect assessment data as students complete the certificate program. We do not wish to make changes without feedback from a larger number of students, particularly because students each complete the program taking different courses across the curriculum grid. On an

annual basis, we continue to assess availability of classes within our curriculum grid and make changes as necessary based on what courses continue to be offered, development of new courses, etc. One of the new courses we developed is a summer course that is built around SLU's Summer Geriatric Institute. UMSL used to have a course that did this, but due to the loss of their gerontology program that course no longer exists.

One of our other goals outlined for our program is to grow the number of enrolled students over the first 5 years. **We are exceeding our projected numbers of enrolled students.** We have 3 students who graduated and have 5 more currently enrolled (or who are close to graduation). Our projections were to have 6 total by the end of year 2 (we have 8 total). Additionally, we have created an online option for the program so that students enrolled in our partner MSW programs can complete the certificate, along with any other distance students.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

N/A

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Gerontology Certificate Portfolio Rubric – Aggregate data

Learning Outcomes:	Assignment (Course)	Excellent	Competent	Needs Improvement	Does not meet requirements
<p>Utilize gerontological frameworks to examine human development and aging.</p> <p>(Foundational: SWRK 5745, NURS 5750, PUBH 5930, HCE 6320; and student practicum)</p>		<p>X (3)</p>			
<p>Relate psychological theories and science to understanding adaptation, stability and change in aging.</p> <p>(Foundational: SWRK 5745, NURS 5750, PUBH 5930, HCE 6320; and student practicum)</p>		<p>X</p>	<p>X (2)</p>		
<p>Identify comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families.</p> <p>(Foundational: SWRK 5745, NURS 5750, PUBH 5930, HCE 6320; and student practicum)</p>		<p>X (3)</p>			
<p>Engage, through effective communication with older persons, their families and the community, in personal and public issues in aging.</p> <p>(Interactional: GM 5100, HCE 6320, NURS 5750, LAW 8040, SWRK 5786, CMM Independent Study; and student practicum)</p>		<p>X (3)</p>			
<p>Employ knowledge of older persons' strengths and adaptations to maximize well-being, health and mental health.</p> <p>(Contextual: HMP 5000, HMP 5300, LAW 8005, SWRK 5745, SWRK 5758, DIET 5220, SWRK 5786; and student practicum)</p>		<p>X (3)</p>			

INTERPROFESSIONAL GERONTOLOGY CERTIFICATE PROGRAM

EXIT SURVEY – AGGREGATE DATA

After completing SLU's Interprofessional Gerontology Certificate Program, please mark to what extent you have gained the knowledge and skills to:

	not at all	to a small extent	somewhat	to a great extent	significantly
Employ the <u>Lifespan/Lifecourse perspectives</u> to appreciate age over time in relation to: (1) the human life cycle and stages of growth and development within the social context; (2) Life transitions and adaptive resources; (3) The historical context of cohorts; (4) Age, gender, race and SES within social environments.			X		X
Distinguish concepts and theories of aging from a biopsychosocial framework.				X	X
Synthesize biopsychosocial understanding of aging to build a gerontological knowledge foundation.					X (2)
Interpret the gerontological frameworks in relationship to aspects and problems of aging persons, their families, their environment and communities.				X	X
Describe human growth and development across the lifespan/course including late life outcomes such as life satisfaction, coping and adaptation.				X	X
Recognize normal age changes in intelligence and cognitive abilities including those that may impact late-life functioning.				X	X
Demonstrate knowledge of signs, symptoms and impact of common cognitive and mental health problems in late life (e.g. dementia, depression, grief, anxiety)					X (2)
Recognize older persons' potential for wisdom, creativity, life satisfaction, resilience, generativity, vital involvement and meaningful engagement.					X (2)
Synthesize psychological with other gerontological ways of understanding human aging (biological, sociological, humanities).				X	X
	not at all	to a small extent	somewhat	to a great extent	significantly
Identify conceptual domains explored in Humanities and Arts, as essential to understanding the experience of old age: time, perspective, vitality, meaning, relationship, attention.			X	X	
Integrate humanities and arts-based understanding of aging into gerontological practice and policy.		X			X

Acknowledge and promote unique contributions older adults can make to the social environment.					X (2)
Integrate humanistic and artistic understanding with other ways of understanding human aging: biological, sociological, and psychological.				X	X
Establish rapport and sustain working relationships with older persons, their families and caregivers.					X (2)
Listen and actively engage in problem solving to develop research, programs, and policies with key stakeholders including: older persons, their families, caregivers, communities, researchers, policymakers.					X (2)
Advocate for and develop effective programs to promote the well-being of older persons.			X	X	
Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including: sensory deficits; disabilities; medical conditions.			X (2)		
Apply and teach caregivers communication techniques to research and practice for elders with dementia.			X (2)		
Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers, and communities.			X (2)		
Consider heterogeneity in addressing communication styles and promoting the preferences of older persons including: cultural; racial ethnic; cohort; SES; health literacy; sexual preference; immigration status; geographical location.				X	X
Analyze how older individuals are portrayed in public media and advocate for more accurate depictions of the diverse older population using research based publications and multi-media dissemination methods.		X			X
Develop and disseminate educational materials to increase accurate information regarding older persons and older person services.			X		X
	not at all	to a small extent	somewhat	to a great extent	significantly
Inform the public of the spectrum of aging services that provide older persons with: preventative, treatment, supportive persons.				X	X
Build relationships that are respectful, confidential and engage positive change.					X (2)
Screen and provide referrals to evidence-based programs and interventions (health promotion, disease prevention, assessment, and treatment programs).					X (2)

Counsel older persons about healthcare and social program benefits (Medicare, Medicaid, Veterans Services, Social Security, Older Americans Act, Adult Protective Services).			X		X
Provide care coordination services for persons with: complex health and mental health problems; geriatric syndromes.			X		X
Facilitate optimal person-environment interactions (assist in change in lived environment).		X			X
Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden: assistive devices; technology; professional services; support groups & programs.			X		X
Facilitate end-of-life planning, including: advance care planning, palliative care, and hospice.			X	X	

ADDITIONAL STUDENT COMMENTS:

Please provide suggestions for changes that can be made to improve the Certificate program (i.e. curriculum additions, missed opportunities/content, etc):

Overall, the program provided an array of options as far as curriculum and opportunities for learning and growth. The amounts of opportunities that are provided are sufficient in getting experience in a variety of environments with older adults. I think that it would be beneficial to provide more on the caregiver experience and resources that are necessary to utilize throughout the process of aging because students who have little to no experience in the geriatric field may not understand the significance of caregiver well-being, in addition to the older adult. Another suggestion would be to place a strong focus health care and social program benefits. Even with some experience in the field, this is ever-changing and it is helpful to feel more confident about it. (Spring 2018)

Allow those with jobs pertaining to older adults to count hours towards the hour requirement. Very difficult to work full time while also completing hours, and seems like a waste of time when you learn more and more about older adults through work. (Spring 2018)

Additional Comments:

I truly thought that this program encompassed a vast amount of content that is necessary for students going into the geriatric field. Honestly, I wish it could be even longer because there were so many classes on the curriculum that would have been beneficial and interesting that I was unable to take. Again, thank you for such a wonderful experience and your wonderful mentorship! (Spring 2018)

Great courses offered! Learned a lot. (Spring 2018)