Join us this fall for the new Gero-Ed Track at the CSWE Annual Program Meeting!

Council on Social Work Education
San Francisco
Preparring the Next Generation of Educators
53rd Annual Program Meeting The Marketplace of Ideas
October 27-30, 2007
Hilton San Francisco
San Francisco, California

Important Dates for APM
January 8, 2007 . . . . . . . Abstract submission opens
April 27, 2007 . . . . . . . . Submission deadline for all proposals
June 8, 2007 . . . . . . . . Registration opens
June 27, 2007 . . . . . . . . Provisional notifications sent
July 17, 2007 . . . . . . . . Meeting space request deadline
August 31, 2007 . . . . . . . Presenter deadline for membership and registration
September 14, 2007 . . . . Early bird registration deadline

Any questions regarding APM should be directed to apm@cswe.org.

Infusing Gerontology Across the Classroom and Field:
Planning, Implementing & Resourcing
February 2–4, 2007
Francis Marion Hotel
Charleston, SC

www.Gero-EdCenter.org • Gero-EdCenter@cswe.org
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Infusing Gerontology Across the Classroom and Field: Planning, Implementing & Resourcing

Final Program

February 2 – 4, 2007
Charleston, SC
Francis Marion Hotel
www.Gero-EdCenter.org

www.Gero-EdCenter.org
Welcome to the Gero-Ed Forum!

Dear Gero-Ed Forum Participant:

Welcome to the 2007 Gero-Ed Forum! We are pleased that you have traveled here to learn how to strengthen your curriculum with the infusion of gerontological competencies and content.

The Gero-Ed Center staff has organized this unique conference as a series of intensive workshops so that you may leave with a clear plan of action for how to implement curricular change in your social work program. We are confident that this weekend will afford you the opportunity to learn about curricular innovations, share your work with colleagues, and reflect on opportunities for gerontological infusion in your program.

Your participation in the Gero-Ed Forum signifies not only a commitment to the health and well-being of older adults, but also a dedication to your students and the advancement of social work education. Given the demographic imperative before us, we know that addressing gerontological issues in social work education will expand and strengthen our field. Welcome to the national movement in social work education to “gerontologize” curriculum!

Sincerely,

Julia M. Watkins    Nancy R. Hooyman
Co-Principal Investigator    Co-Principal Investigator
CSWE Gero-Ed Center    CSWE Gero-Ed Center

www.Gero-EdCenter.org
The CSWE Gero-Ed Center wishes to thank the following for their continued commitment to gerontology and the work of the Center.

The John A. Hartford Foundation
CSWE Gero-Ed Center National Advisory Board
James “Ike” Adams  Frank Baskind  Elizabeth Clark  Harriet Cohen
JoAnn Damron-Rodriguez  Robyn Golden  Mildred “Mit” Joyner  Kathy Rutz
Jeanette Takamura

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Dennis Myers  Holly Nelson-Becker  James O'Sullivan  Molly Ranney
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Showcase Sponsors
Association for Baccalaureate Social Work Program Directors (BPD) with support from the Gerontology Committee
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Hartford Geriatric Social Work Initiative (GSWI)
Institute for Gerontological Social Work (IGSW)
National Association of Social Workers (NASW)
Practicum Partnership Program (PPP)

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Jason Echols, Program Assistant
Jeanie Hines, Project Coordinator
Shannon Dorsey, MAC Project Assistant

www.Gero-EdCenter.org
Friday, February 2

DAY AT A GLANCE

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<tr>
<td>7:30 AM – 9:30 AM</td>
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<td>1:00 PM – 7:30 PM</td>
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<tr>
<td>6:00 – 7:30 PM</td>
<td>General Session I – Opening Ceremony</td>
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</table>
Friday, February 2  
6:00 – 7:30 PM
OPENING CEREMONY
Carolina A

Opening Remarks

Julia M. Watkins  
Council on Social Work Education  
Co-Principal Investigator,  
CSWE Gero-Ed Center

Nancy Hooyman  
University of Washington  
Co-Principal Investigator,  
CSWE Gero-Ed Center

Keynote Speaker:

Kathy Kohner Zuckerman (aka Gidget)

“GIDGET” was born in 1941 and grew up in Southern California. As a teenager in the early 50’s, Kathy spent several summers surfing by the Malibu pier with a group of boys who comprised a unique and colorful group of bohemian sun and surf worshippers. Kathy conveyed many of her stories and adventures as a pioneering female surfer among this cast of characters at Malibu to her screenplay writer father, who went on to write the American pop classic "Gidget" in 1957 based on Kathy’s real life experiences. Since then, Gidget, the girl midget of Malibu Beach, has become an American icon. In Surfer Magazine’s 40th anniversary issue which listed the 25 most influential surfers of all time, Kathy was ranked #7. Today, Kathy is an active older adult—she still surfs, works, volunteers and is a loving mother of two sons and grandmother of two soon-to-be surfing granddaughters. She recently wrote the foreword to the re-issued original "Gidget" book and manages a busy speaking schedule with appearances around the country.

www.Gero-EdCenter.org

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## DAY AT A GLANCE

<table>
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<tr>
<td>7:30 AM – 7:00 PM</td>
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<td>7:30 – 8:15 AM</td>
<td>MAC Project Info Session (Calhoun)</td>
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<td>Continental Breakfast</td>
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<td>8:30 – 10:00 AM</td>
<td>General Session II</td>
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<td>10:00 – 10:15 AM</td>
<td>Break with Refreshments</td>
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<tr>
<td>10:15 – 11:45 AM</td>
<td>Intensive 1</td>
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<td>11:45 AM – 1:00 PM</td>
<td>Lunch (on own)</td>
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<td>1:00 – 2:30 PM</td>
<td>Intensive 2</td>
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<tr>
<td>2:30 – 2:45 PM</td>
<td>Break w/ snacks &amp; refreshments</td>
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<td>2:45 – 4:15 PM</td>
<td>Intensive 3</td>
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<tr>
<td>4:30 – 6:30 PM</td>
<td>Showcase Reception</td>
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<tr>
<td>4:30 – 5:30 PM</td>
<td>Showcase 1</td>
</tr>
<tr>
<td>5:45 – 6:45 PM</td>
<td>Showcase II</td>
</tr>
</tbody>
</table>
General Session II  
Location: Gold Ballroom

**Performance-Based Outcome Education: Competencies - The Way of the Future**

The Commission on Curriculum and Educational Innovation (COCEI) of CSWE is engaged in developing policy to guide the future curriculum of social work education. This presentation will provide an overview of the Commission's process that led to the decision to propose a competency-based curricular structure. The emphasis on competencies encompasses a synthesis of knowing, valuing and "doing," which is consistent with the profession's action-oriented mission. Geriatric social work has moved to the forefront in competency-based education with the identification and utilization of a set of measurable skills for work with and on behalf of older adults and their families. This accomplishment was made possible by the support of the John A. Hartford Foundation's Geriatric Social Work Initiative.

*JoAnn Damron-Rodriguez, University of California, Los Angeles*
*Phyllis Black, Marywood University*
Opportunities in Geriatric Social Work

EXCEL... as a leader, researcher, teacher, and mentor.

The Faculty Scholars Program can offer you funding for your gerontological research project, mentoring opportunities with some of the nation's top social work leaders, and developmental institutes that will connect you to the nation's most respected thinkers in gerontology and geriatrics.


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EXPLORE... new possibilities in gerontology, the fastest growing field in social work.

The Doctoral Fellows Pre-Dissertation Award Program can help you discover the world of gerontological social work research, guide you toward a fellowship grant from the Doctoral Fellows Program, and set you on the path to a dynamic faculty career.

Next deadline: May 1, 2007.

These programs are funded by the John A. Hartford Foundation and administered by The Gerontological Society of America.
Saturday, February 3
10:15 – 11:45 AM

Intensive 1a

Multiple Agendas: The Challenges of Implementing Gerontology Infusion in the Classroom and Field

Location: Pinckney Room

This interactive workshop provides a forum for addressing the challenges of infusing gerontology in coursework and field education. Data from the 67 GeroRich Projects will be a springboard for assessing current barriers. Participants will develop strategies to increase faculty, student, institutional, and community support for gerontology infusion throughout the curriculum.

Jody Gottlieb, Marshall University
Jean Schuldberg, California State University, Chico

Intensive 1b

Missing in Action: Infusing Gerontology Into Field Education

Location: Calhoun Room

This workshop will bring gero competencies to life in students’ field internships whether specialized in aging or not. In order to provide every student with basic gero competency, participants will identify learning opportunities in the field, integrate those within current field placements and develop new, exciting internships that naturally include exposure to aging.

Anne “Ricky” Fortune, University at Albany, State University of New York
Linda Mertz, University at Albany, State University of New York
Virginia Cooke Robbins, University of Houston

www.Gero-EdCenter.org
**Saturday, February 3**
**1:00 – 2:30 PM**

**Intensive 2a**

**Strategies to Obtain External Funding for Your Gero Infusion Efforts**

Through presentations and both small and large group discussions, this session will focus on the development of individualized fund raising action plans that focus on: 1) strategically working with your development office; 2) successfully cultivating potential donors; 3) efficiently researching sources of funding information and funders; and 4) employing a marketing mentality throughout the entire process.

*Marla Berg-Weger, St. Louis University*
*Lenard Kaye, University of Maine*
*Lucinda Roff, University of Alabama*

**Intensive 2b**

**Undergraduate Social Work Education: Unique Challenges of Infusing Aging Content in the Classroom and Field**

This workshop will focus on the unique aspects of infusing aging content into baccalaureate education. There will be a focus on the challenges of infusion and sustainability of aging content at the BSW level. A specific emphasis will be placed on small programs, attracting students into aging and the development of field placements.

Sponsored by the Association of Baccalaureate Program Directors (BPD) Gerontology Committee

*Facilitator: Anita Rosen, Council on Social Work Education*
*Sally Alonzo Bell, Azusa Pacific University*
*Joy Swanson Ernst, Hood College*

www.Gero-EdCenter.org
Saturday, February 3
1:00 – 2:30 PM

Intensive 2c
Becoming a Leader in Geriatric Social Work

Location: Calhoun Room

There is tremendous need for more leaders to help increase the visibility and desirability of geriatric social work. What is the definition of leadership and how does one become a leader? In this workshop, participants will examine what it means to be a leader, identify key leadership skill and competency areas, and create an individualized professional development plan to enhance their leadership skills.

Linda Krogh Harootyan, Gerontological Society of America
Elizabeth Clark, National Association of Social Workers
Patricia Volland, New York Academy of Medicine
Robyn Golden, Rush University Medical Center

Intensive 2d
Age, Culture and Diversity: Infusion Models for the Foundation Level Curriculum

Location: Pinckney Room

This workshop will help programs strengthen their aging and diversity content as well as promote the development of cultural competence through infusion models. It will address commonalities across multiple forms of diversity such as ethnicity, religion, gender and sexual orientation. Syllabi assessment as well as service learning and special project experiences will be presented. Participants will receive guidance in developing a plan of action for implementation within their current curriculum.

Eli DeHope, West Chester University
Molly Davis, George Mason University
### Intensive 3a

**Location:** Pinckney Room

**Infusing Aging Content in Social Work Curriculum: Applications to Three Organizational Contexts**

This presentation will discuss three infusion models of gero competencies within MSW social work programs. Both structural challenges and curriculum content applications will be addressed. In addition, participants will be invited to share their own program challenges to obtain suggestions for further refinement as well as share successful strategies.

_E. Othelia Lee, Boston College_
_Kevin Mahoney, Boston College_
_Holly Nelson-Becker, University of Kansas_

### Intensive 3b

**Location:** Laurens Room

**From Posters to Publication – How to Translate Your Curriculum Efforts Into Research and Publications**

Increasing gerontology content in social work education can build faculty and student research expertise. Drawing from examples of how CDI and GeroRich projects contributed to academic research capacity building and successful publication track records, this session will provide guidance on translating curricula changes into research and publications, and offer suggestions on how to publish and obtain research grants.

Sponsored by the Institute for the Advancement of Social Work Research (IASWR)
_Joy Swanson Ernst, Hood College_
_Colleen Galambos, University of Missouri-Columbia_
_Joan Levy Zlotnik, IASWR_

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www.Gero-EdCenter.org
Saturday, February 3
2:45 – 4:15 PM

Intensive 3c
Location: Calhoun Room

Measuring Outcomes and Evaluating the Impact of Curricular Change

Objectives of the workshop are to examine the process of measuring outcomes through curricular change, identify tools/instruments that can be used during this process, and develop a process for measuring outcomes for your institution. Tools for evaluating outcomes for key stakeholders (students, faculty, community partners, institutions) will be presented.

Lorraine T. Dorfman, University of Iowa
Sara Sanders, University of Iowa

www.Gero-EdCenter.org
SHOWCASE EVENT & RECEPTION

Gold Ballroom

All are welcome!

Join your colleagues as they present the best practices in gero curricular infusion from across the country and engage in lively discussions over food and drinks!

Showcase Session I: 4:30 – 5:30 PM
Showcase Session II: 5:45 – 6:45 PM
Reception: 4:30 – 6:30 PM

Sponsored by:

Practicum Partnership Program

www.Gero-EdCenter.org
Showcase Session I  
Gold Ballroom

1a – Electronic Presentation
**Overcoming Fear of Biology in a Physical Aging Social Work Course**

Social work students are often turned off by scientific explanations but knowing about physical aging is critical in working with elders. This presentation describes a participatory class on physical aging that livens the information up.

*Linda Vinton, Florida State University*

1b – Table-Top Presentation
**Use of Volunteer Elders in an Introductory Social Work Practice Class**

This presentation will describe the use of elders to facilitate teaching beginning graduate social work students basic skills in interpersonal communication, interviewing, and assessment. In addition, the benefits for both students and the volunteer elders will be discussed.

*Joan Digges, California State University, Bakersfield*
*Roseanna McCleary, California State University, Bakersfield*

1c – Table-Top Presentation
**Competency Development Through Interdisciplinary Methods of Instruction**

This presentation will describe and demonstrate an interdisciplinary method of instruction. A social work professor and law professor teamed up to teach a course intended to increase interest and develop gero competencies.

*Marcia K. Spira, Loyola University*
1e – Electronic Presentation

**Creating an Interdisciplinary Approach to Education and Community Practice – Supports and Barriers.**

The development of an interdisciplinary gerontology initiative within a school of health and human services in a state university is described. Organizational issues, curriculum development, and collaboration with students and community professionals will be highlighted.

*Elayne Haymes, Southern Connecticut State University*
*Mary Ann Glendon, Southern Connecticut State University*

1f – Electronic Presentation

**Developing an Online Gerontology Infusion Resource – And Sustaining It Over Time**

Development of gerontology infusion materials responsive to faculty's needs is crucial to their successful use. Presentation outlines strategies to determine faculty's preferences, demonstrates online infusion products, and presents low-cost strategies to sustain a gerontology infusion Web site.

*Sherry M. Cummings, University of Tennessee*
*Colleen Galambos, University of Missouri-Columbia*

1g – Table-Top Presentation

**How to Excite Faculty to Infuse Gerontology in Three Years or Less**

A seven member social work program in New Jersey brainstormed, united, and acted to produce programmatic deliverables that highlight gerontology through new oral history assignments, course modifications, research, student club activities and community outreach.

*Lisa E. Cox, The Richard Stockton College of New Jersey*
*Sharon Hines-Smith, The Richard Stockton College of New Jersey*
*Michael Cronin, The Richard Stockton College of New Jersey*
Infusing Gerontology Into an Undergraduate “Introduction to Social Work” Course

Infusing materials emphasizing gerontology into undergraduate introductory social work courses can impact attitudes toward elders and present this field for consideration by those choosing social work as a career.

Carla A. Ford-Anderson, Yeshiva University

Post-BSW Gerontology Education and Training in Rural Areas

Needs assessment, curriculum development, planned implementation and funding of an online Graduate Certificate in Gerontology for rural BSW graduates and MSW students/graduates. Describes collaboration between Social Work and Gerontology programs, logistical challenges and solutions.

Ed Rosenberg, Appalachian State University
Sherri Green, Appalachian State University

Building Competencies in Gerontological Social Work: The Congregational Social Work Education Initiative

The Congregational Social Work Education Initiative provides students with classroom content and field instruction in gerontological social work practice. Students attain competencies in assessment and case management by working with nurses in faith-based congregational settings.

John C. Rife, University of North Carolina at Greensboro
Wayne R. Moore, North Carolina A&T State University
Carolyn Moore, University of North Carolina at Greensboro
Kelly J. Poole, University of North Carolina at Greensboro
1k – Table-Top Presentation

**Innovative Planning Initiatives for Promoting Gerontological Social Work**

This presentation focuses on innovative strategies for infusing gerontological content in MSW foundation courses and presents innovative planning initiatives for the world's aging population from the 7th International Conference on Healthy Ageing (Melbourne, Australia).

Karen S. Knox, Texas State University  
Sally Hill Jones, Texas State University  
Mary Jo Biggs, Texas State University

1l – Video/Media

**A Student-Centered DVD Promoting Knowledge and Competencies for Working With Older Adults**

We will discuss the development of a DVD designed to promote basic competencies in working with older adults. Portions of the DVD and ways of employing it in a range of courses will be demonstrated.

Caroline R. Gelman, New York University  
Carol Tosone, New York University  
Lynne McVeigh, New York University

1m – Electronic Presentation

**Infusing Aging Content in Community Organization Courses: The Urban-Rural Community Fair**

Community organization courses lack adequate aging content addressing the social needs and issues of older adults in different environments. Students can gain this vital information from a class exercise in which students plan and organize a simulated community fair, comparing and contrasting the services available in urban and rural communities.

Dara Bergel Bourassa, Shippensburg University  
Vivian R. Bergel, Elizabethtown College

www.Gero-EdCenter.org
1n – Table-Top Presentation

**Partnering With a Long-Term Care Provider – Serving Student and Community Needs**

This presentation describes the development of a partnership between a BSW program and a long term care provider that serves clients with dementia and Alzheimer's; part of an ongoing effort to raise student awareness.

*Richard T. Pulice, The College of Saint Rose*

1o – Electronic Presentation

**Those That Can, Teach: Class Preparation for Gero Competencies**

This presentation focuses on concrete connections between classroom and practice with older adults as PPP students and agency partners participate in an Aging and Mental Health course that covers the core practice competencies.

*James W. Ellor, Baylor University*

*Helen Harris, Baylor University*

1p – Table-Top Presentation

**Using the Life Course Perspective in Foundation Classes**

This presentation describes using the life course perspective as an organizing framework for foundation HBSE courses in order to integrate aging content into a continuous model of development. This integration engages students by identifying commonalities with older adults and viewing older adults as sources of knowledge.

*Jean Munn, Florida State University*

1q – Table-Top Presentation

**Practicum Seminars in Aging: Customizing Links Between Classroom and Field**

This presentation will highlight the process of teaching a practicum seminar in aging focused on geriatric social work competencies, student and community participation in planning, and making links to program goals, objectives and requirements.

*Tondy Baumgartner, University of Montana*

*Cynthia Garthwait, University of Montana*
1r – Electronic Presentation

**Evaluating Gerontological Curriculum Change: Comparing Knowledge/Competency Performance in Social Work Students**

Members of the Practicum Partnership Program are creating an innovative national evaluation study. This research compares the knowledge and skill outcomes of students participating in the PPP with students participating in currently existing practicum programs.

*Noell L. Rowan, University of Louisville*
*Julie Birkenmaier, Saint Louis University*
*Marla Berg-Weger, Saint Louis University*
*Anna C. Faul, University of Louisville*

1s – Table-Top Presentation

**Closing the Gap: Integrating Gerontology Into Undergraduate HBSE**

A curriculum module that was implemented into a HBSE class yielded significant outcomes for three dependent variables: knowledge of aging, ageist attitudes, and interest in working with older adults. Results demonstrate the benefit of investing resources to integrate gerontology into the BSW curriculum.

*Susan C. Wesley, Western Kentucky University*
*Cindy S. Snyder, Western Kentucky University*

1t – Table-Top Presentation

**Seminars in Aging: Infusing Gerontological Content Into the Classroom and Community**

The purpose of the Seminars in Aging is to expose students and community practitioners to the latest research in social work with older adults. Different experts in the field of aging speak on their particular area of expertise. Students enroll in the seminars for credit; community practitioners receive CEU's.

*Marcia R. Lampen, Michigan State University*
*Sally A. Rypkema, Michigan State University*
*JoAnn McFall, Michigan State University*
*Michelle Brock, Michigan State University*
1u – Electronic Presentation

**A Partnership in Gerontological Infusion: Teaching More Than Methods in Research Classes**

An assignment for Research-I continues in Research-II course, and it focuses on student having direct exposure to the aging population. Methods used, description of the assignment, and strengthens and weaknesses of this model will be explained.

*Janice K. Purk, Mansfield University*
*Nancy Sidell, Mansfield University*

1w – Table-Top Presentation

**The Macro Project: Enhancing Field Competencies in Work With Older Adults**

The macro project is an effective and innovative element of the field education model at The School of Social Service Administration at the University of Chicago. This presentation describes the assignment, provides case illustrations of its use and impact in older adult field placements, and discusses implementation issues and challenges.

*Karen S. Teigiser, University of Chicago*

1x – Electronic Presentation

**Tips, Tools, and Techniques for Fostering Faculty Follow-Through**

This presentation will describe how we used a faculty in-service to increase commitment to infusing gerontology into the curriculum. We provided tangible, user-friendly teaching resources, offered individual consultation, and apprised of ongoing training opportunities.

*Nancy Kelley-Gillespie, University of Nebraska at Omaha*
*Debra Anderson, University of Nebraska at Omaha*
4:30 – 5:30 PM – Showcase Session I

1y – Electronic Presentation

**Geriatric Social Work Practice: A Distance Web-Based Graduate Course**

Presentation of an innovative, web-based distance delivered course covering the knowledge, skills, and values needed for effective social work practice with older adults and their families.

*Patrick M Cunningham, University of Alaska Anchorage*

1aa – Roundtable

**Recognizing, Supporting, and Using Important Faculty Dynamics in the Gero-Infusion Process**

The panel will present on the role and importance of faculty dynamics which are key in the effort to accomplish gero-infusion.

*Charles E. Floyd, California State University, Stanislaus*
*Margaret Tynan, California State University, Stanislaus*
*Michael Johnson, California State University, Stanislaus*

1bb – Roundtable

**A Holistic Approach to Gerontology Infusion**

This presentation focuses on the lessons learned at Kent School of Social Work to develop a gerontology focus at the school, with an emphasis on the three pillars of faculty workload: teaching, research and services.

*Anna C. Faul, University of Louisville*
*Kevin W. Borders, University of Louisville*
*Noell L. Rowa, University of Louisville*
*Wanda L. Collins, University of Louisville*
Turn to NASW for Practice Expertise and Professional Development Solutions

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FREE NASW Web Education
Course (2.0 CEUs)
Understanding Aging: The Social Worker’s Role
Earn CEUs for licensure and NASW credential renewal or enhance your social work education.

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Keep up-to-date on practice-related topics and news and earn free CEIs via SPS teleconferences and annual bulletin.

NASW Standards for Social Work Practice
Create a practice of excellence by adhering to the NASW standards for social work practice in long-term care facilities, health care settings, and palliative and end of life care.

Aging Book Series from NASW Press

Perspectives on Productive Aging: Social Work with the New Aged
Expand your professional perspective on working with elders who are educated, active, mobile, financially secure, and engaged. Examine social work practice in nontraditional practice areas and settings, including physical fitness, spirituality and religion, the workplace, volunteerism, and education and learning.

Aging Credentials
Distinguish yourself with an NASW certification in aging, MSW-Clinical, MSW, and BSW levels.

NASW Center for Workforce Studies

Special Report on Social Work Services for Older Adults
Use the latest Workforce Center research to shape services.
Showcase Session II  
Gold Ballroom

2a – Electronic Presentation  
**Partnership for Productive Aging Education: A New Design to Enhance Field Curricula**

This presentation details an innovative field curriculum model to enhance aging education. Foundation MSW PPP students rotate through two or more agencies through (two designs); advanced practicum students spend their entire year in one agency.

*Doreen K. Higgins, University of Kansas  
Holly B. Nelson-Becker, University of Kansas  
Rosemary K. Chapin, University of Kansas*

2b – Table-Top Presentation  
**The Infusion of Gerontological Content Into a Two Year Skills to Practice Experiential Continuum**

Highlighted will be course collaboration with experiential immersion experiences, first via skills development in an Interviewing Skills course, and the next year in a practical agency client case management experience in the Practice I course.

*Christopher L. Atkins, Southern Adventist University  
Terrie Long, Southern Adventist University*
2c – Table-Top Presentation
'Gerontologizing' an Annual Experiential Student Interprofessional Awareness Day

This presentation highlights the 'gerontologizing' of an annual interdisciplinary classroom/field awareness day on stroke. The Day included speakers, a panel sharing personal and professional issues, and experiential student/faculty teams in hospital, rehab, and home simulations.

Vicki G. Murdock, University of Wyoming

2d – Table-Top Presentation
The Politics of Infusion

The infusion of aging content faces competition from other topic areas that faculty and CSWE seek to promote. Political roles to co-exist and benefit from this competition will be discussed.

M. Joanna Mellor, Yeshiva University
Richard Caputo, Yeshiva University
Susan Mason, Yeshiva University

2e – Electronic Presentation
Geriatric Social Work Competence: Learning Partnerships Involving Student Self-Assessment and Field Instructor Evaluation

This electronic poster session will present the PPP Geriatric Social Work Competency Scale II: Student Self-Assessment Version and the new, complementary, Field Instructor Rating Version. The interactive presentation will provide examples of how these competency tools promote learning partnerships among students, agency field instructors, and the school.

Gawon Chung, University of California, Los Angeles
JoAnn Damron-Rodriguez, University of California, Los Angeles
Frances P. Lawrance, The New York Academy of Medicine
Patricia J. Volland, The New York Academy of Medicine
5:45 – 6:45 PM – Showcase Session II

2f – Electronic Presentation

**Successful Curriculum Enrichment During Department Transition**

Periods of transition can be opportunities for change or times of insecurity and caution. The CDI Team saw opportunity for successful gero enrichment.

*Michael P. Johnson, California State University, Stanislaus*

2g – Table-Top Presentation

**A Pre/Post Measure of Graduate Students’ Interest and Experience in Gerontology**

This presentation describes the development of a survey of aging interest and exposure to aging-related activities to be completed by entering MSW students and then repeated at graduation. Pilot and Baseline data will be presented.

*Debra K. Anderson, University of Nebraska at Omaha*
*Nancy J. Kelley-Gillespie, University of Nebraska at Omaha*
*Teresa L. Hruska, University of Nebraska at Omaha*

2h – Table-Top Presentation

**Introducing Students to Aging Issues in Non-Aging Placements: Lessons Learned From PPP**

Blending the goals of CDI and PPP, we are learning from students choosing aging as a focus (PPP) about how to engage them in aging-related issues. Geriatric Competencies (GC), used together with our Individualized Learning Plan and Field Evaluation Form, involve students, field instructors, and liaisons in aging issues.

*Pam Kovacs, Virginia Commonwealth University*
*Tim L. Davey, Virginia Commonwealth University*
2i – Electronic Presentation

**Strategies From California for Statewide Adoption of Geriatric Social Work Competencies**

The primary objective of this presentation is to describe state-wide strategies taken by CalSWEC II Aging Initiative to transform social work education in California. The strategies used in California offer social work educators a model for how to mount a comprehensive aging initiative within their states.

* Molly J. Ranney, California State University, Long Beach
* Jong Won Min, San Diego State University
* Nancy Takahashi, University of California, Los Angeles
* Catherine Goodman, California State University, Long Beach
* JoAnn Damron-Rodriguez, University of California, Los Angeles

2j – Table-Top Presentation

**The Boston GEM Consortium: A Model Collaborative Partnership**

A roundtable discussion of the Boston GEM Consortium, a successful practicum training model based on a collaborative partnership between Boston University School of Social Work and six health and social service organizations in a single, low-income neighborhood of Boston.

* Reeve Goldhaber, Boston University
* Trudy Zimmerman, Boston University
* Scott Miyake Geron, Boston University

2k – Table-Top Presentation

**A Model for Infusing Content on Older Adults Across the Social Work Practice Curriculum**

This presentation provides a model for faculty involvement and student development infusing gerontological content across the Social Work Practice Curriculum. Students develop interviewing skills and participate in a service learning experience with older adults.

* Belinda D. Smith, University of the District of Columbia
* Janet Burton, University of the District of Columbia
21 – Video/Media
Infusing of HBSE Content: A Video of Older Adults Who Overcame Oppression

The video focuses on critical events in the lives of older adults—racism and discrimination. They describe historical events and social policy, how they overcame discrimination, and provide insight on important issues facing us today.

Roberta R Greene, University of Texas at Austin
Harriet L. Cohen, Texas Christian University
Youjung Lee, University of Texas at Austin
John Gonzalez, University of Texas at Austin

2m – Electronic Presentation
The Family-In-Environment Diagramming: Infusing Gerontology Across the Classroom and Field

Gerontology is infused into a MSW program's courses and field through the Family-In-Environment (FIE) conceptual framework. With its expanded definition of the family, Family-In-Environment requires assessments and diagramming to include grandparents and great-grandparents.

Ruthanne L. Hackman, Kutztown University

2n – Table-Top Presentation
The Inclusion of Enhanced Gerontological Content in the MSW Foundation Curriculum

The incorporation of enhanced gerontological content in the MSW foundation curriculum is needed to increase students' knowledge. Recommendations for infusing aging content into the foundation curriculum are discussed.

Juyoung Park, University of Maryland
2o – Electronic Presentation
**California Collaboratives for Gerontological Social Work Education and Labor Force Development**

This session presents a statewide approach adopted by California to address development of fieldwork sites, student stipends, and infrastructure of university and county collaboratives to improve social work response to the needs of aging citizens.

_Catherine C. Goodman, California State University, Long Beach_
JoAnn Damron-Rodriguez, University of California, Los Angeles
Margaret Tynan, California State University, Stanislaus
Kathy Sniffen, CalSWEC Aging Initiative

2p – Table-Top Presentation
**Building Bridges With the Community**

Rural social work practice with older adults provides many challenges. Service learning partnerships and field education practicum courses can help address these challenges. This table-top poster presentation will offer examples of curriculum changes that address these challenges and promote collaborative relationships between schools of social work and community agencies.

_Patty Hunter, California State University, Chico_
Jean Schuldberg, California State University, Chico

2q – Table-Top Presentation
**Integrative Seminars: Developing PPP Public Sector Students’ Professional Gerontological Social Work Identity**

The Fordham public sector work-study PPP program builds on field-linked integrative seminars to support professional development as well as integration of field work with course work in a diverse group learning environment.

_Patricia J. Brownell, Fordham University_
Juanita Carrillo, Fordham University
Martha C. Bial, Fordham University
2r – Electronic Presentation
**Infusing Gerontology Into Social Work Curricula Without Sacrificing Content on Diverse Populations**

The presentation will discuss the strategic use of techniques to infuse social work with older adults into existing foundation curricula without losing valuable content on other diverse populations. These strategies concurrently elicit cooperation and support from university faculty.

Anna Zendell, University at Albany
Linda K.P. Mertz, University at Albany
Anne E. Fortune, University at Albany

2s – Table-Top Presentation
**Geriatric Care Networks: Curriculum Strategies for Addressing Their Evolving, Systemic Nature**

This presentation describes how modern geriatric care networks are evolving and the need for proactive, individualized social work assessment and intervention. A variety of educational strategies and infusion points are presented.

John G. Cagle, Florida State University

2t – Table-Top Presentation
**Using Internet to Infuse Gerontology Across the Classroom**

The paper describes modules developed for teaching research, Human Behavior and Social Policy, where Internet resources and blogs have been widely used to expose students the multidisciplinary facets of gerontology.

Dhrubodhi Mukherjee, Southern Illinois University Carbondale
2u – Electronic Presentation

Leadership Formation in Gerontological Social Work Field Education

A presentation to review a PPP initiative to incorporate leadership formation into the aging-focused practicum. Program includes personal development plans to meet students' competency needs as they relate to leadership and substantive field projects.

Diane B. O’Brien, University of Missouri – St. Louis
Julie M. Birkenmaier, Saint Louis University
Joseph G. Pickard, University of Missouri – St. Louis
Estelle Rochman, Washington University

2v – Electronic Presentation


This workshop will discuss IGSW's development of a competency-based Online Certificate in Aging for social workers, and the Certificate's utilization in a partnership with 270 AAA staff in Massachusetts to provide professional training in aging.

Scott Miyake Geron, Institute for Geriatric Social Work
Tamara E. König, Institute for Geriatric Social Work
Kathy Kuhn, Institute for Geriatric Social Work

2w – Table-Top Presentation

Overcoming Resistance: Using 'Real-World' Gerontology Projects in Undergraduate Research Methods Courses

Undergraduate social work students often resist engagement in research methods courses. This presentation will describe the use of class activities and a variety of hands-on gerontology research projects to enhance student motivation.

Beth I. Kinsel, Wright State University
2x – Table-Top Presentation
**Infusion of Gerontology Content in 2005 and 2006 Bachelor and Master of Social Work Accreditation Reports: A Content Analysis**

This research completed a content analysis of BSW and MSW self-study documents to identify how programs infuse gerontology in their curricula. Programs which have higher community needs for gerontology practice, gerontology-related program objectives, faculty expertise and commitment, and are participating in CSWE Gero-Rich and CDI related-projects tended to report more gerontology content.

*John C. Rife, University of North Carolina at Greensboro*

2y – Electronic Presentation
**The Use of Narrative Research and Service Learning in Gerontological Social Work Research Courses**

Service learning requires the integration of community service with an in class academic experience. A Hartford grant afforded Widener University the opportunity to infuse research courses with student opportunities to become civically engaged with older adults.

*Robin S. Goldberg-Glen, Widener University*

2aa – Roundtable
**Service Learning as an Integrative Teaching Tool for Geriatric Education**

Providing students with practical learning opportunities helps integrate course content with real life situations. Service learning projects can enhance the learning experiences of the students by providing them with life experiences in the field of aging.

*Bruce D. Friedman, University of Texas Pan American*
*Norma Rodriguez, University of Texas Pan American*
*Celina Garza, University of Texas Pan American*
*Noe Ramirez, University of Texas Pan American*
*Estela Garza, University of Texas Pan American*
Ten Steps to Successfully Sustain Infusion of Gerontology Across the Curriculum

Faculty from Lehman College, CUNY, will present 10 steps to successfully sustain infusion of gerontological content into BSW and MSW programs based on lessons learned during and after their GeroRich project.

Richard Holody, Lehman College, City University of New York
Patricia Kolb, Lehman College, City University of New York
Sunday, February 4

DAY AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 – 8:30 AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 – 10:00 AM</td>
<td>Intensive 4</td>
</tr>
<tr>
<td>10:00 – 10:15 AM</td>
<td>Break with Refreshments</td>
</tr>
<tr>
<td>10:15 AM – 12:00 PM</td>
<td>General Session III – Closing Celebration!</td>
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</tbody>
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35
Sunday, February 4
8:30 – 10:00 AM

Intensive 4a

Shopping for Supplements: Marketing the Gero-Program

Location: Laurens Room

What a deal! Where else can you learn about successful social marketing, generate program sustaining ideas, learn from the success of others, receive great handouts, and, best of all, have fun!!! This interactive dynamic workshop teaches the basic steps of social marketing, campaign building, and techniques for sustaining your gero-transformations.

Mit Joyner, West Chester University
Michael Peck, San Jose State University

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Intensive 4b

Building and Sustaining Community Partnerships

Location: Gold Ballroom

This workshop presents approaches and challenges to building and sustaining community partnerships that address the health and wellness of older adults. The presenters will provide four models to guide participants’ development or refinement of an approach that fits most appropriately with their institutions and their communities.

Anita Curry Jackson, Wright State University
Scott Miyake Geron, Institute for Geriatric Social Work, Boston University
Irene A. Gutheil, Fordham University
Virginia Cooke Robbins, University of Houston

www.Gero-EdCenter.org
Intensive 4c  Sustaining Your Curriculum Changes

Location: Calhoun Room

Participants will learn strategies for sustaining curricular changes. A national overview of how the GeroRich (MSW and BSW) and PPP projects have sustained curricular and organizational changes will be analyzed. Barriers to sustainability will be discussed. Participants will be assisted in developing sustainability approaches specific to their programs.

Anne “Ricky” Fortune, University at Albany, State University of New York
Judy L. Singleton, College of Mount St. Joseph

Intensive 4d  From Posters to Publication – How to Translate Your Curriculum Efforts Into Research and Publications

Location: Pinckney Room

Increasing gerontology content in social work education can build faculty and student research expertise. Drawing from examples of how CDI and GeroRich projects contributed to academic research capacity building and successful publication track records, this session will provide guidance on translating curricula changes into research and publications, and offer suggestions on how to publish and obtain research grants.

Sponsored by the Institute for the Advancement of Social Work Research (IASWR)

Joy Swanson Ernst, Hood College
Colleen Galambos, University of Missouri-Columbia
Joan Levy Zlotnik, Institute for the Advancement of Social Work Research

www.Gero-EdCenter.org
General Session III  
Closing Ceremony!  
Stump the Funder  

Location:  
Gold Ballroom  

Don’t miss this session! A panel of funders will answer your questions about funding and grantwriting.

Introductions:  
Julia M. Watkins, Council on Social Work Education  
and Co-PI, CSWE Gero-Ed Center  

Moderator:  
James O’Sullivan, The John A. Hartford Foundation  

Panelists:  
Tom Keith, Sisters of Charity of South Carolina  
Foundation  
Scott Moyer, The Jacob and Valeria Langeloth  
Foundation  
Geales G. Sands, Frances P. Bunnelle Foundation  

Closing Remarks:  
Nancy Hooyman, University of Washington and Co-PI,  
CSWE Gero-Ed Center  

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**Prize Drawing**

**Enter to win free registration for the 2007 CSWE Annual Program Meeting (APM) just by attending the Closing Ceremony!**

(Two registrations will be given away. You must attend this session to enter the drawing. To enter, either fill out a card at the Gold Ballroom entrance or drop off your business card with full contact information.)

www.Gero-EdCenter.org
Announcing The Second Annual Anita Rosen Gerontology Awards for Outstanding Student Poster

BSW, MSW and Doctoral Social Work Students are strongly encouraged to submit a poster presentation to the CSWE Annual Program Meeting in fall 2007, under the Gero-Ed Track to be eligible to receive a Rosen award!

One student poster will be selected from EACH level: BSW, MSW and PhD to be awarded a cash prize of $1,000!

For more information and award guidelines, please contact the CSWE Gero-Ed Center: Gero-EdCenter@cswe.org

This award is made possible by a generous personal donation from Dr. Anita Rosen. Dr. Rosen has dedicated her career to advocating for social work students interested in gerontology and to the advancement of the field of gerontological social work education.

www.Gero-EdCenter.org
Map of the Francis Marion Hotel

The Colonial Room/Lobby Level

www.Gero-EdCenter.org
Map of the Francis Marion Hotel

Mezzanine/Meeting Level
The Gold Ballroom/Second Floor