IMPACT OF HPPAE ON SOCIAL WORK EDUCATION

Hartford Partnership Program for Aging Education

socialworkleadership.org

2000-2012
We are indebted to the John A. Hartford Foundation whose strong commitment to social work provided support so the dedicated HPPAE Principal Investigators, Deans and Directors, social work faculty, field directors, field instructors, agencies and students could strengthen field education in the area of aging and build a workforce that serves older adults, their families and their communities. We also thank the MetLife Foundation who helped to sustain HPPAE through the normalization phase of implementation. We have been guided by the steadfast commitment of the National Advisory Panel throughout the development and implementation of the HPPAE.
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EXECUTIVE SUMMARY

This report describes the impact of the Hartford Partnership Program for Aging Education (HPPAE) on recruiting and training social workers at the MSW level for specializing in aging. The HPPAE model is founded in university community partnerships that emphasize the importance of field education. The impact of the program on the field of aging is supported by evaluation outcomes gathered over 12 years from 69 schools that have implemented the HPPAE. An analysis of these outcomes provides insight into ways to manage the continued expansion of the HPPAE model for other schools of social work, as well as sustaining current programs. The underpinnings of expansion will include the development of funding streams, enhancing social work leadership in the field of aging, and support for policy initiatives to increase the workforce of aging-expert social workers.

By all measures the HPPAE has had a positive impact on educating new cohorts of social workers who work in aging and help to meet a critical societal need as the population continues to age rapidly. The impacts have been felt in stronger ties between universities and agencies, an expanded role for field instruction, high student satisfaction, and a growth in employment opportunities for social workers. The challenge to be met now is both sustaining and expanding the HPPAE so that the needs of the older population will be met by appropriately trained social workers committed to the field of aging.

By the spring of 2012, 69 programs had received funding in 33 states and have graduated a total of more than 2,600 social work students. Each grant awarded to the programs required a one-to-one match. The collective total amount raised above (in addition to) the match was $6,360,592.
INTRODUCTION

The HPPAE is an initiative of the Social Work Leadership Institute (SWLI) at The New York Academy of Medicine (NYAM), and was established with support from the John A. Hartford Foundation. The HPPAE was developed to address multiple needs and concerns:

- The rapid growth of an older adult population with complex medical and social service needs.
- The difficulties of attracting social work students to the field of aging and the lack of aging-focused programs in schools of social work.
- Expanding the workforce by training masters level social work students in older adult care and preparing them to meet the growing demands of America’s older population.
- To establish a specialized aging practicum model that could be replicated in social work programs across the country.

To meet these needs, the HPPAE offers an innovative approach that exposes students to a broad spectrum of service settings and diverse older adult populations. The HPPAE is part of the Hartford Foundation’s Geriatric Social Work Initiative (GSWI). Other GSWI programs focus on identifying and supporting (1) faculty scholars (2) doctoral fellows, and (3) curriculum development in gerontology/geriatric content at the generalist and specialist levels.

In this report we describe the impact of HPPAE from three perspectives and some unanticipated benefits of the program. A final section highlights implications of the HPPAE for social work education in the field of aging in the years ahead. The following areas of impact are addressed:

- **Aging service agencies and the delivery of care to older adults:** HPPAE has increased the number of aging agencies available for field placements, enhanced collaboration among universities and aging agencies, expanded engagement of directors of field education, and increased support for field instructors.

- **Schools of social work and aging education:** HPPAE has implemented competency-based social work education and rotational field placement in schools of social work throughout the country to expand the aging expert workforce.

- **Student learning and careers in aging:** HPPAE outcomes have demonstrated a high level of student satisfaction, prepared student leadership, and supported the development of career paths of aging.

- **Additional benefits of the HPPAE model include A.** Service development in new communities including hard-to-reach populations and mobilization in response to crisis (e.g., Hurricane Katrina) **B.** Inter-professional collaboration across university departments and development of professional collaborations with schools of nursing, pharmacy, and medicine.
PROGRAM OVERVIEW

The HPPAE provides students with a solid educational foundation grounded in both macro and micro learning experience.

The HPPAE model incorporates six essential components as a means to distinguish and define the core aspects of its educational approach:

1. University-community partnership
2. Competency-driven education
3. Integrated field education across multiple programs, populations, service systems and intervention modalities, and disciplines through rotations
4. Expanded field instructor role
5. Innovative recruitment of students to geriatric social work
6. Leadership

Programs Received Funding in 33 States, and Have Graduated Over 2,600 Social Work Students as of Spring 2012
The HPPAE model was developed and implemented in four phases:

1. **Planning: 1999-2000**
   Eleven schools of social work were awarded grants to design a field-based program to recruit students to the field of aging.

2. **Demonstration: 2000-2004**
   Six schools of social work were awarded grants to further expand the MSW program. A total of 11 schools of social work participated through this demonstration phase. Principal Investigators from six schools who were ready and backed by award grants collaborated to establish the basic components essential to successful implementation of the program and recruitment of social workers to the field of aging.

3. **Adoption: 2006-2011**
   Grants were awarded in three cycles of three years each to implement HPPAE, incorporating the six essential components identified from the demonstration site programs: Cycle 1 (2005-2008, 10 schools representing 6 programs), Cycle 2 (2006-2009, 25 schools representing 22 programs), and Cycle 3 (2008-2011, 21 schools representing 20 programs).

4. **Normalization: 2009-present**
   Beginning in 2009 an outreach initiative was implemented to encourage additional schools of social work to implement HPPAE without grant funding. Schools were organized into regions and provided on-site orientation and training, overseen by an experienced mentor. At this time 19 additional schools have implemented HPPAE.
EVALUATION METHODOLOGY

Since its inception, HPPAE has incorporated a sustained evaluation at both the student and institutional level. Evaluation has been conducted on a collaborative basis between the UCLA Luskin School of Public Affairs’ Department of Social Welfare and The New York Academy of Medicine’s Center for Evaluation and Applied Research (CEAR). The primary methodology and data source for the ongoing evaluation are online surveys completed by faculty and students:

**Student Pre-test:**
Completed by all students before HPPAE participation begins, covering career plans, knowledge of aging, social work practice, services for older adults, social work competencies, education, and satisfaction with HPPAE.

**Student Post-test:**
Completed by all students at the end of their HPPAE participation, covering career plans, knowledge of aging, social work practice, services for older adults, social work competencies, education, and satisfaction with HPPAE.

**Career Tracking Survey:**
Completed by students six months following HPPAE participation and annually thereafter and includes questions on current position, prior work, professional qualifications and activities, interest in aging, perceptions of HPPAE, demographics, and education.

**Site Profile Survey:**
Completed by the program Principal Investigator (PI) at the end of years one and three, and includes questions on departmental and HPPAE program characteristics, competency driven education, rotational model, field instructor role, recruitment of students, financing, sustainability, and HPPAE challenges and benefits.
**Institutional Impact Survey:**

Completed by the program PI at the end of year three, and includes questions on university and departmental characteristics, and the influence and sustainability of the HPPAE.

In addition to online surveys, evaluation work included site visits and in-person individual and group interviews during 2007 with faculty, staff, students, and agency collaborators at 12 universities representing 10 distinct HPPAEs. Site visit questions focused on program development, barriers and facilitators to HPPAE implementation, and lessons learned.
HPPAE IMPACT

Impact on Aging Service Community Agencies and the Delivery of Care to Older Adults

The need for gerontological social workers is based not only on the rapidly increasing number of older adults, but also the diversity of the population and the complexity of the health and social services network required to support older adults. The HPPAE model is designed to prepare a new cadre of social workers competent to practice within the challenges of contemporary service delivery.

The first of the six essential components of the HPPAE is the University-Community Partnership. The school’s commitment to strengthening partnerships with community agencies that provide services for older adults and their families is the foundation of the HPPAE program and its success. This University-Community Partnership builds on already established linkages to the community in order to cultivate collaborative relationships of mutual benefit for the partnering entities, as well as students and the older adults being served.

Recognizing that most older adults need to access services from more than one service provider, the HPPAE learning experience cultivates an understanding of the diversity of the older adult population, the multiple services available to older adults, and the multiple challenges older adults may face to stay in charge of their lives as they age. This experience is gained largely through varied field rotations and with the assistance of an expanded role for field instructors. Within the HPPAE, students rotate across agencies that provide a spectrum of aging services, with the field instructor providing preceptorship in coordinating the experience.

Number and Types of Aging Agency Field Placements

The HPPAE demonstration sites placed a significant number of students in aging service settings and witnessed a growth in the number of aging agencies partnering with the university. For all demonstration sites the range of aging field agencies at the beginning of the three years of the demonstration phase was 0-86 and at the end of this period was 18 to 201. Through HPPAE the schools markedly increased the number of aging agencies designated as field sites, growing from 13% to 23% of the total agencies in a three-year period. For the adoption phase, the total number of aging field agencies increased by 11% from year one to year three.
Building New Roles for University and Aging Agency Collaboration

Within the collaborative model, most of the universities met regularly with agencies participating in the enhanced field placement program. Demonstration sites reported agencies benefitting from this network by increasing connections with other agencies and with the university itself. Many universities provided agency staff training in geriatric competencies and associated key geriatric content.

In both the demonstration and adoption phases the universities reported having on average between five and 25 agencies in the HPPAE partnership. Most universities met with their partnering organizations on a quarterly or monthly basis. Partnership functions included, but were not limited to, the following key functions, shown in order of frequency:

- Program planning and oversight
- Student selection
- Evaluation
- Student recruitment
- Curriculum development
- Fundraising

Schools report benefits to community agencies resulting from both enhanced partnerships and opportunities to have well qualified and highly motivated HPPAE interns. Principal Investigators report the following examples of expanded services as a result of student projects:

- A video production on older kinship caregivers
- Successful advocacy for the continuation of state funding for adult day programming
- Expansion of LGBTQ and cross-cultural services
- Establishment of a social club for elders
- A new psychosocial assessment tool adopted by the ontology unit within a hospital
- An improved information and outreach system for the local Office of Public Guardian, assisting in making informed choices about guardianship prior to and during end-of-life care
Expanded Role of Field Instruction

The field instructor traditionally plays an important role in educating social workers. In the HPPAE the field instructor also takes on a pivotal position in building the university-community partnerships and developing student leadership skills as they rotate through multiple settings. The expanded role of the field instructor promotes the students’ professional development and creates opportunities to develop aging competencies.

Both field instructors and agencies saw the HPPAE model as providing defined curricula for the practicum, guided by geriatric competencies and applied to the rotation model. Field instructors learned to use a specific set of HPPAE-developed competencies to set learning goals. The expanded role of the field instructor promotes the students’ professional development and creates opportunities to develop aging competencies.

Field instructors learned to use a specific set of HPPAE-developed competencies to set learning goals and evaluate students’ pre- and post-test skill set. These competency tools (described below) are used to set individual student learning goals and to substantiate the students’ ability to self-assess. These instruments have been found to be both reliable and valid for measuring field education outcomes.

A Principal Investigator from an adoption school describes the crucial role the HPPAE field instructors play in the development and sustaining of HPPAE:

“With participation in the HPPAE, and particularly in the HPPAE planning, monitoring, and administration, our field instructors seemed to take a more holistic view of field education. They became more aware of the connection between and among staff at various agencies serving the elderly; they began to see the broader picture of services to the agency; and, with the help of the competency scale, were able to identify and teach to the skills and knowledge required for gerontology social work services across a variety of settings.”
Developing the Geriatric Labor Force of Agencies

Agencies that are part of the HPPAE university-community partnerships reported the desire to hire HPPAE graduates. At the demonstration sites 40% of the graduates were hired by a field placement site. As an example, the Veterans Administration Greater Los Angeles Healthcare System has hired more than one half (43) of the 80 HPPAE graduates who were trained there. At the adoption sites 25% of students were working at one of their HPPAE field practicum sites one year after graduation. Over the 12 years since the program began, many graduates have gone on to become field instructors and supervisors.

Impact on Social Work Schools and Education

Competency-based Social Work Education

The HPPAE has played an integral role in developing geriatric competencies for students of social work. In 2000, the demonstration sites began identifying core geriatric social work competencies and working with the Hartford GeroRich program. A consensus-based set of geriatric competencies was developed. The HPPAE sites have used these to measure the students’ pre- and post-competencies in the setting of aging enriched field education. Over time the HPPAE developed and refined these competencies with the input of multiple stakeholders to create the Geriatric Social Work Competency Scale II.

Competencies are an important tool, as they are measurable practice behaviors that are composed of knowledge, values, and skills. The vast majority of adoption schools (89%) reported that the HPPAE model benefited their social work school. Impact included a greater emphasis on competency-based education, in particular for structuring the curriculum and guiding institutional learning. Eighty-two percent of participating schools reported that they “Agreed” or “Strongly Agreed” that they would continue use of the GSW Competencies following the end of the grant period. The HPPAE was in a position to present a comprehensive evaluation of competency-based education when the Council on Social Work Education (CSWE) worked toward its adoption of the 2008 Educational Policy and Accreditation Standards (EPAS).
The Rotation Innovation: A Model for Practice in Current Systems of Care

The HPPAE model focuses on the importance of field education and is in alignment with EPAS support for field education as social work’s signature pedagogy. HPPAE’s introduction of the rotational placements in community-based agencies represents a departure from traditional social work educational practice. This innovation was developed in response to (1) the recognition that older adults receive a variety of services and that there is a lack of communication and coordination among and between service providers on behalf of individual older adults, and (2) the need for students to understand the significant diversity that exists in the older adult population.

The requirement for rotations as a component of the field experience presented many challenges to HPPAE adoption process, but has been significantly endorsed by schools as well as students. Seventy-six percent of schools “Agreed” or “Strongly Agreed” that the rotational model will be “sustained in our social work school,” with 37% of schools stating that it will be expanded. Student perspectives include:

“Being placed at two very different settings where each setting had a range of services offered really benefited me. I was able to observe and practice varying forms of practice with a professional team of supervisors.”

“The rotations provided a rich contrast to the daily work at the primary field placement. Those experiences have had a great influence on my understanding of social work.”

“The practicum rotations were helpful, in that I was able to work at a macro level in one placement, and do more direct work in another.”

Elevating the Field of Aging in Social Work Education

HPPAE and other GSWI programs have elevated the status of geriatric social work in the university setting. Seventy-two percent of participating HPPAE schools “Agree” or “Strongly Agree” that “implementation of HPPAE has increased interest in aging among our social work faculty.” Geriatric social work is recognized as a field in high demand and this added recognition increases student interest.

HPPAE’s impact on social work programs (1) expanded recognition for and commitment to aging focused education; (2) brought institutional recognition of aging programs; and (3) increased awareness of the importance of interdisciplinary education, enhancing the role of social workers in an interdisciplinary team. Principal Investigators report:
“The HPPAE program provided the structure to create a longstanding gerontology program with funding from an emeritus professor. In addition, the structure to create a consortium with outside agencies has been a positive endeavor and will continue after our three-year grant.”

“Increased cooperation between College of Social Work, Interdisciplinary Gerontology Program, College of Medicine and College of Nursing in providing interdisciplinary educational opportunities for students.”

**Perspectives of Deans and Directors of Schools of Social Work**

In a survey conducted by the National Association of Deans and Directors (NADD) of deans and directors of schools of social work with HPPAE programs report that the overall impact of HPPAE on the school is positive. Details of the report include positive impacts reported in the following areas:

- **Curriculum**: 89% report a positive impact on curriculum
- **Instruction**: 98% report a positive impact on field instruction
- **Learning**: 100% report a positive impact on student learning
- **Research**: 79% report a positive impact on faculty and student research
- **Relationship**: 100% report a positive impact on the school and agency relationship
- **Reputation**: 85% report a positive impact on the image and reputation of the MSW program
Impact on Student Learning and Careers

Preparing Competent Geriatric Social Workers

Students’ self-efficacy scores on the GSW Competency Scale significantly improved after HPPAE training. At the demonstration sites marked gains were found in almost all domains of learning. Most improved skills included those related to understanding interdisciplinary language used in service delivery to older adults, use of organizational policy and procedures to facilitate and maximize the provision of services, effective use of outreach to older adults and their families, knowledge of intervention research, and the full continuum of services needed to care for older persons. Analysis of the pre- and post-tests at adoption sites indicates statistically significant self-reported improvements in all competency domains: “Values, Ethics and Theoretical Perspectives,” “Assessment,” “Intervention,” and “Aging Services, Programs and Policies.” Specific skills with the highest gains included “Conduct a comprehensive geriatric assessment,” “Use educational strategies to provide older persons and their families with information related to wellness and disease management,” “Reevaluate and adjust service plan for older adults on a continuing basis,” and “Apply skills in termination in work with older adults and their families.”

Student Satisfaction High

Student satisfaction with HPPAE was rated as very high across all sites. High value was placed on the rotations, seminars, peer support, and networking opportunities:

- 91% Agreed that their personal goals in learning to work with older persons and their families were achieved in their field practicum.
- 92% Agreed that rotations enabled them to learn about the range of services to older people.
- 91% Agreed that having experiences in more than one field agency or department/program was useful.
- 95% Would recommend the Hartford Internship to other students in aging.
Increasing the Number of Social Workers in the Field of Aging

Targeted recruitment and the growing recognition of the success of the model have brought an increased number of students to the field of aging. Although recruitment to the field continues to be a challenge nationally, enrollment in HPPAE and in the aging-specific field placements has grown at HPPAE sites each year. Overall, the HPPAE programs graduated 2,600 students by spring 2012.

Student Leadership Development

Students in HPPAE are encouraged to become leaders in geriatric social work. Leadership means becoming ambassadors for the field of aging care, as mentors, educators for colleagues in other professions, and/or contributing to and influencing public policy to improve aging care and social work practice.

SWLI has supported the development of the Committee on Leadership in Aging (CLIA), a HPPAE student- and alumni-led committee that cultivates leadership among the HPPAE community to improve services for older adults and their caregivers. With leadership from CLIA the students and alumni have developed the following:

- Communication and outreach to alumni and HPPAE students
- National HPPAE newsletter, *HPPAE Happenings*
- Online journal, *Generativity*
- New directions and strategies for the future of HPPAE
- Links to Facebook, Twitter, LinkedIn, YouTube, and Idealist.org
Workforce Development and Career Trajectories

Among graduates who completed the Career Tracking Survey, 92% were employed and approximately 75% were in an ageing-related position. Close to 60% worked in the non-profit sector, 20% worked in the for-profit sector, and 20% worked in a governmental or public sector agency. A significant number of graduates were working in one of their HPPAE placement sites during the year following completion of HPPAE. The great majority indicated that participation in HPPAE increased their interest in working with older adults and that HPPAE was important in preparing them for their career. When asked about the most valuable aspect of HPPAE overall, comments included:

“Allowed me to learn more about different ways the aging community can be served.”

“Being able to collaborate with a variety of agencies and professionals in the aging community.”

“Being able to learn how to work most effectively with older adults in different settings. HPPAE made me realize just how much I wanted to work with this population. My field instructors were wonderful and helped me gain knowledge and insight into social work and working with the aging population.”
ADDITIONAL REPORTED IMPACTS

Schools of social work also reported additional impacts related to implementation of HPPAE. Several schools developed innovative inter-professional collaboration across university departments. Often these collaboratives involved schools of medicine, nursing, pharmacy and others focused on health, behavioral health, and broader social services for older adults. HPPAE programs have initiated new services in communities, including non-institutional service delivery. For the past 12 years HPPAE graduates have been hired into the field of social work for older adults creating new career paths and addressing the urgent need for trained social workers to fill the gaps of a rapidly aging workforce.

“Building strong partnerships with community agencies that serve older adults and their families is the foundation of the model and we really capitalized on that component. We have three productive years of placing students at a large hospital that serves a significant number of racial and ethnic minority patients/clients. The HPPAE program made it possible for the hospital to reach out to communities (Latino and African American) that tend to underutilize mental health services. We were able to garner funds for sustainability from the Area Agency on Aging. The population of community-dwelling older adults would not have been able to be served without the HPPAE program. Our student interns, field supervisor and team from psychiatry and nursing made the university-community partnership a huge success. The HPPAE program is still sustained 3-years later and largely minority clients are still being served through this initiative. Diversity is a standard for social work education and the HPPAE program can help social work programs to carry out their mission to serve “hard to reach” minority clients. Our goal was to prepare practitioners of under-represented minority populations to work with older adults of under-represented populations and the HPPAE program has been a success.”

-A Principal Investigator from an adoption school
“The close University-Community Partnership built through the collaboration of the university and aging agencies had an unanticipated benefit in the region when Hurricane Katrina struck the Gulf Coast in 2005. Approximately 250,000 residents of New Orleans were displaced to the Astrodome in Houston. It quickly became clear that the older adults involved were in serious danger. The Astrodome was overcrowded. Persons had become separated from their families without identification, medicines, clothing or food. Many were ill and/or confused. The members of the University-Community Partnership, knowing one another and their capabilities so well, mobilized within the Astrodome, created an assessment tool specifically designed for older adults, and visited every older person on the Astrodome floor. The goal was to remove the aging population from the Astrodome as quickly as possible, transferring them to community settings where their unique needs could be attended to and their health and well-being stabilized. It was later determined that many lives were saved as a result of these efforts.

What was learned from this experience was the value of an ongoing consortium collaborative in response to an unexpected crisis that impacted older adults. Although crisis does not visit every day, the ability of a diverse group of field instructors working with their students can create a non-institutional response to emerging social problems using the resources of each separate institution. The benefits to a community of building this diverse partnership cannot be underestimated.”

-A Principal Investigator from an adoption school
Additionally implementation of HPPAE has resulted in:

- Schools fostering aging friendly community initiatives, Naturally Occurring Retirement Communities (NORCs), and related projects
- Schools’ commitment to incentivize students through stipended field placements resulting in fundraising campaigns
- Building of more elder friendly community based services
- Innovations with underserved populations
- New interprofessional collaborative models
- Fundraising success and sustainability – campaigns have attracted policy leaders as well as non-profit and private sector investors
- Advancement of more age-inclusive missions for schools and departments
- HPPAE focus on knowledge, skills, field placements, and intergenerational practice paradigms for all attracts students entering graduate school who may not identify aging as a primary focus

New mission and vision statements, new grants, new community building projects, and new finance models are all key components to the changes in programs that have embraced HPPAE program models.
CONCLUSIONS AND IMPLICATIONS FOR SOCIAL WORK EDUCATION

Commitment to Sustainability and Institutionalization

Schools of social work have shown a strong commitment to sustaining HPPAE because of the value to student learning, the strengthening of social work education, and the expanded missions of their schools. Some schools have been able to grow careers for graduates who might never have anticipated that their focus would be gerontological social work. HPPAE graduates have gone on to become field instructors and to hire other HPPAE graduates, while creating career ladders in new domains for social workers.

Data reported by adoption schools suggest that the HPPAE model had positive impacts on social work education and will be sustained even without Hartford Foundation funding. Seventy-six percent report that the rotational model will be sustained within their school; thirty-seven percent report that the rotational model will be expanded. Ninety percent report that field agencies continue to want HPPAE trained students for their aging placements and applicants for available positions.

The commitment of the Veterans Health Administration (VHA) to implement HPPAE throughout the 20 Geriatric Research Education and Clinical Centers (GRECC) furthers the expansion of an expertly trained social work workforce caring for the older adult population and institutionalization of HPPAE. MSW graduates will intern at the GRECCs while concurrently enrolling in HPPAE in schools of social work new to the model.

HPPAE programs have also been pivotal in advancing more inclusive missions for their schools and departments. Most students entering graduate schools of social work do not identify aging as a primary focus. HPPAE programs report that having an educational program focus on knowledge, skills, field placements, and intergenerational practice paradigms for all is seen as essential for the educational program to be viewed as more inclusionary.

To further widespread dissemination and sustainability of best practices HPPAE will transition to and be institutionalized within CSWE and the Gero Ed Center, the National Center for Gerontological Education. This integration speaks to the success of HPPAE’s goals and strategies to normalize the model within schools of social work. Systematic coordination at the national level of HPPAE’s University-Community Partnerships and the
Center’s classroom-based materials addresses the need for effective models to ensure that the students are prepared for rapidly changing practice arenas. This institutionalization within CSWE at the national level will strengthen the field of gerontological social work and enhance the care and well-being of older adults and their families.

Implications for Continuing to Strengthen Social Work Education to Address the Needs of Older Adults

HPPAE has proven to be effective. The ongoing need for gerontology-trained social workers and the continued necessity to strengthen social work education focused on this population is exemplified by:

- The projected growth in the older adult population
- The implementation of the Affordable Care Act (ACA) highlighting new integrated models of service delivery
- The aging of the current social work workforce

Important Strategies Needed to Strengthen Social Work with Older Adults in Support of the Institutionalization of HPPAE

- The need for research that provides evidence of the effectiveness of social work interventions.
- Link the evidence base for social work practice to achieving the Triple Aim: improving the experience of care, improving the health of populations, and reducing per capita costs of health care.
- Armed with this evidence, advocate for inclusion of social work services as new more integrated models of care emerge.
HPPAE CITATIONS

2000


2004


2005


2006


2007


**2008**


**2009**


2010


2011


2012


2013


Hartford Partnership
Program for Aging Education
Hartfordpartnership.org

2000-2012