

APPENDIX V:

INVENTORY OF MENTAL HEALTH & AGING
WORKFORCE EDUCATION/TRAINING RESOURCES

ATTACHMENTS

ATTACHMENT 1



Heritage Clinic

447 N. El Molino Ave.
Pasadena, CA 91101
(626) 577-8480
Fax (626) 577-8978

301 N. Prairie Ave.
Suite 612
Inglewood, CA 90301
(310) 673-8402
Fax (310) 673-8407

1940 Market Street
San Diego, CA 92102
(619) 233-3381
Fax (619) 236-8240

6160 Mission Gorge Rd.
Suite 120
San Diego, CA 92120
(619) 282-2232
Fax (619) 282-2992

200 E. Ave.
Escondido, CA 92025
(760) 737-8642
Fax (760) 737-8918

1037 West Avenue N
Suite 205
Palmdale, CA 93551
(661) 575-9365
Fax (661) 575-9502

CAPS Alzheimer's Day
Care Centers

3740 E. Siena Madre Blvd.
Pasadena, CA 91107
(626) 351-5427
Fax (626)

520 South Lark Ellen Ave.
West Covina, CA 91791
(626) 917-4484
Fax (626) 917-4475

Introduction to Older Adult Mental Health Issues

Developed by J. Yang & C. Jackson Kelartinian, Ph.D., Heritage Clinic,
Center for Aging Resources

- Introduction to Aging** 2 hours;
- Mental Illness and assessment** methods in older adults 4 hours
Prevalence, etiology, presentation, course & assessment of mental illnesses
- Hoarding** (2 hours)
- Cognitive Disorders** (3 hours)
- Substance abuse** (3 hours)
- Medical disorders** (3 hours)
- Caregiving and Family Issues** (2 hours)
- Legal and Ethical Issues** (3 hours)
- Psychopharmacology** (2 hours)
- Case Management** principles & types of Community Resources 2 hours
- Principles for Field Based services** 3 hours
Outreach & engagement; in-home & in-the-field treatment; boundary issues; field safety
- Multicultural Issues** 3 hours
- Death and **dying, spirituality**, existential issues in later life 2 hours
- Sexuality** in Aging 1 hour

Older Adult Mental Health and Recovery Services

Developed by J Yang, Ph.D. & C. Jackson Kelartinian, Ph.D., Heritage Clinic, Center
for Aging Resources

- Introduction to Evidenced Based Practices** 1 hour
- The Recovery Model** with Older Adults 1 hour
- Outreach & Engagement** 1 hour
- Interpersonal Psychotherapy** 2 hours
- Cognitive Behavioral Therapy** 4 hours
- Problem Solving Therapy** 4 hours
- Life Review & Reminiscence** Therapy 4 hours
- Working with Personality Disorders** in Older Adults 4 hours
- Boundary Issues** 2 hours
- Mental Health Interventions with psychotic clients** 2 hours
- Family Interventions** 2 hours
- Mental Health Interventions with clients with cognitive impairment** 2 hours
- Existential Interventions 1 hour

Depending on venue: add 5 hours of discussion groups

Website

www.centerforagingresources.org
www.heritageclinic.org

Seminars from Heritage Clinic/Center for Aging Resources which could stand alone:

Introduction to Aging
Mental and assessment in older adults
Hoarding
Cognitive Disorders
Substance abuse
Medical disorders
Caregiving
Death and dying, spirituality, existential issues in later life.
Sexuality in Aging
Psychopharmacology
Interpersonal **Psychotherapy**
Cognitive Behavioral Therapy
Problem Solving Therapy
Life Review & Reminiscence Therapy
Mental Health Interventions with **psychotic** clients
Family Interventions
Mental Health Interventions with clients with cognitive
Interventions

Seminars from Heritage Clinic/Center for Aging Resources which may be better within a larger series:

Legal and Ethical Issues
Case Management principles & types of Community Resources
Multicultural Issues
Working with Personality Disorders in Older Adults.
Boundary Issues
Principles for Field Based
Introduction to Evidenced Practices
The Recovery Model with Older Adults
Outreach & Engagement

Curriculum & Agenda
Certificate in Geriatric Mental Health
Developed by Yang in collaboration WISE & Health Aging

Course I: Introduction to Geriatric Mental Health
weeks

Day 1: Introduction to Aging

In Day 1, Dr. Monica White, Dr. Mimi Curtis and Dr Janet Yang will help participants gain knowledge and understanding about how aging affects a client's functioning in daily life, including visual, auditory and dexterity changes. Exercises and lectures will enable participants to recognize and work with their own attitudes about aging, illness and death, in order to be able to more effectively serve their clients. Participants will also learn methods of effective and respectful communication with older adults.

Introduction to Concept Application Groups: Concept application groups will consist of 10 participants and one experienced geriatric mental health professional from WISE & Healthy Aging or Center for Aging Resources. Groups will be formed on Day 1, and kept consistent throughout the course (unless a specific need for change arises): Participants will be encouraged to share clinical material from one or 2 older adult clients over the course of the class. The experienced geriatric professional will provide consultation facilitate peer support. During the second half of the course, Evidenced Based Practice presenters will circulate between the different concept application groups and provide ESP consultation.

Day 2

Life Cycle Developmental Processes - Holly Kiger, R.N., M.N. Ms. Kiger will present material on biological and physical changes, chronic medical conditions, sensory changes, psychological, sexual, & cognitive changes and social and environmental influences on aging. Participants will gain understanding of biological, psychological, sexual, cognitive social changes which commonly occur with aging, so as to be better able to identify healthy aging and pathological conditions, and to be able to .enhance healthy aging and evaluate problems of aging.

Day 3:

Mental Illness and assessment methods in older adults (Janet Yang, Ph.D.)
The following diagnoses will be discussed as to how they may present differently among older adults from younger adults. The instructor will discuss the prevalence, etiology, presentation and course of the following mental illnesses among older adults. Methods of assessment will be presented. Special intervention techniques will also be referenced.

Concept Application Groups (1 hour)

Day 4:

Spirituality and Existential Issues, including Death and dying.

Spirituality and Existential Issues (Janet Yang, Ph.D.)

Older adults' spirituality and religious practices will be presented, including current statistics on these areas. Older adults' views on death and dying will be discussed. Participants will be presented with methods of assessing clients' spiritual resources, and methods of therapeutically introducing the topic of death and dying with older adult clients.

,Practitioner feelings about addressing these issues will be addressed.

Cultural differences in spirituality and views of death.

Caregiving Issues & Interventions (Gia Shurgot, Ph.D.)

Cultural differences in caregiving

,The p'resenter will discuss the' impact of caregiving on the caregiver's mental health, including the impact of different cultural perspectives on caregiving and on the caregiver. Interventions & resources for caregivers will be presented, including Stress Management, seeking Support Groups & "Warm lines."

Day 6: ,

Cognitive Disorders (Susan Bernatz, Ph.D.) Dr. Bernatz will present describe the range of cognitive disorder prevalent in later life. She will participants skills in identifying and administering screening tools for evaluating older adults with cognitive impairment and skills in identifying and administering techniques to help distinguish between depression, dementia and

Hoarding - Genesis - (Barbara Massey, R.N., MSN, & Evie Goldberg)

Ms. Massey and Ms. Goldberg will present information about the prevalence, etiology, presentation, course and treatment of Hoarding in the older adult population.

Day 7:

Psychopharmacology (Marsha Meyer, Ph.D.-Pasadena; Daniel Plotkin, M.D., Culver City)

These board certified geriatric psychiatrists will each present psychopharmacological principles relevant to older adults. They will discuss the most useful psychotropic medications for older adults among the anti-psychotics; anti-depressants, anti-anxiolytics, mood stabilizers and memory enhancers. They will help clinicians learn how to understand side of psychotropic medications and when to consult with a client's psychiatrist.

Recovery, FSP & FCCS Principles (Yang)

What does Whatever It takes mean for Older Adults? This session will address issues which arise in providing Recovery Model, FSP & FCCS services to older adults. This will include working with homeless elderly, elders who have aged with schizophrenia, managing crises and medical illnesses among this group. Participants will learn how to use Recovery Model approaches to the benefit of their clients.

Concept Application Groups (1 hour)

Day 5:

Mental Health Interventions with older adults (Yang & Curtis)

Dr. Yang & Dr. Curtis will present a broad array of interventions which are commonly used with older adults. Similarities and differences in working with older, versus younger, adults will be detailed. Cohort issues will be discussed. Evidenced Based, Best and Promising practices to be taught later in the course will be mentioned. Other clinically useful practices will be presented. Applications of traditional interventions within the Recovery Model will be addressed. These will include:

Group interventions (Monica Johnson, Ph.D.)
Peer support approaches (Sheila Segal, MFT)
Grieftherapy, dealingwith death & dying issues in tx
Treatmentplanning

Concept Application Groups (1 hour)

Day 9:

Legal and Ethical Issues -Regina McClure, Ph.D. & Lauren Fox, Ph.D. Drs. Fox and McClure will discuss the clinical aspects of a number of legal & ethical issues frequently encountered with older adults. They will help participants understand how and when these issues with older adult clients. Dr. McClure will teach about elder abuse laws; Dr. Fox will enable participants to understand clinically appropriate approaches to helping clients and family members with related to Power of Attorney for Finance, Power of Attorney for Health Care, Advanced

Directives and Conservatorship proceedings. Drs. Yang and Curtis will, discuss additional ethical issues related to multiple relationships which can arise with older adults, confidentiality issues and informed consent.

Day 10:

Community Resources - Mimi Curtis, Ph.D. & Janet Yang, Ph.D. Drs. Curtis and Yang will present information about community resources which are important to be familiar with when working with older adults. They will address how to make appropriate referrals and how to identify useful resources in their geographical areas, including resources in legal, financial, housing, in-home support, meals and transportation categories.

Day 11:

Medical disorders Jim Davis, M.D. (Culver City) /Laura Mosqueda, M.P. (Pasadena)

Dr. Davis /Mosqueda, Board Certified Geriatricians, will discuss common medical problems in older adult consumers. He/she will provide guidance as to how mental health practitioners can recognize the need for medical consultation and how medical illnesses may impact one's mental health. Medication issues, including polypharmacy, effects, and dosing adjustments will be addressed. He/she will discuss an understanding of normal versus common age-related changes and altered presentation of illnesses.

Disabilities & Recovery from Mental illness in the context of medical illness (Curtis & Yang)

Dr. Curtis & Dr. Yang will address how living with disabilities can affect older adults. They will discuss what Recovery means in the context of life changing medical illness and/or disability.

Concept Application groups, (1 hour)

Day 12:

Specific Focus on Multicultural Issues: The presenters will help participants gain knowledge and understanding about how specific cultural issues are evidenced in ways which of special importance with older adults. They will impart to participants ways to work effectively with special cultural groups, including gay, lesbian, transgender and bisexual elders, Asian elders, African American elders and Latino **elders**..

Gay, Lesbian, Transgender and Bisexual Issues among Older adults: Kristi Finzer, MFT

Cultural Issues among older Asian adults, Shirley Liao, Ph.D.

Cultural Issues among older Afro-American adults, Donna Benton, Ph.D.

Cultural Issues among Hispanic adults, Iris Seliktar, M.A.

Acculturation, Immigration histories and SES differences will be addressed

Course II:

Evidenced Based & Promising Clinical Interventions in Geriatric Mental Health
12 weeks

During the Evidenced Based Intervention presentations, a 4 hour initial presentation will be followed by 1 or 2 sessions consisting of a 2 hour presentation and 2 hours of consultation. The initial presentation will cover basic concepts, history & development, theory, evidence of evaluation, treatment interventions, case examples, and application to older adults. During the consultation times, the class will be divided into 3 or 4 - ten person Concept Application groups for discussion. The Evidence Based Practitioner(s) will circulate between the groups where the ongoing supervisors/consultants will also be present.

Day 1:

Introduction to Evidenced Based and Promising Practices with Elders

Dr. Yang and Dr. Curtis will define and discuss the concepts and the importance of evidenced based practices. Dr. Yang will present "promising" methods of outreach and engagement with hard-to-reach elders. She will help participants learn evidenced based methods of outreach and community collaboration with gatekeepers and interdisciplinary consultation, including consultation with primary care providers.

Concept Application Groups (introduction: 1/2 hour)

Day 3:

Problem Solving Therapy (Rita Haverkamp, R.N.)

Concept Applications (2 hours)

During the sessions on Cognitive Behavioral Therapy (below), Dr. Shurgot will teach the core principles of Cognitive Behavioral Therapy. She will help participants to understand the ways in which CBT is applied specifically with

older adults. Participants will gain at least practical skills in administering CBT in role and in case discussion.

During the sessions on Life Review and Reminiscence Therapy, Dr. Taylor and Dr. Mintzer will discuss the core principles of Life Review and Reminiscence Therapy.

Participants will learn ways in which Life Review and Reminiscence Therapy is applied with older adults. They will gain practical skills in administering Life Review and Reminiscence Therapy through role plays and case discussion.

Day4

Culver City:
Cognitive Behavioral Therapy (Culver City)
Gia Shurgot, Ph.D.

Pasadena:
Life review and reminiscence therapy
(Diana Taylor, Ph.D. & Robin Mintzer, Ph.D.)

Day 5

Culver City:
Cognitive Behavioral Therapy (Culver City)
G. Shurgot, Ph.D.
Concept Applications (2 hours)

Pasadena:
Life review and reminiscence therapy
(D. Taylor, Ph.D. & R. Mintzer, Ph.D.)

Day 6:

Culver City:
Cognitive Behavioral Therapy (Culver City)
Pain Management Techniques
Gia Shurgot, Ph.D.
Concept Applications (2 hours)

Pasadena: (
Life review and reminiscence therapy
(D. Taylor, Ph.D. & R. Mintzer, Ph.D.))

Day?

Intensive Community Support Services, from PACT to FSP
(Marcelo Cavalheiro, M.F.T.)

Mr. Cavalheiro will discuss the evidenced based Act and PACT models, and how these have been modified for older adults, and how principles of the ACT/PACT models are modified under Full Service Partnerships. Recovery concepts for older adults such as empowerment, meaningful activity and independence will be addressed. Participants will gain ACT/PACT model skills to apply with older adult consumers. A consumer-staff point of view will be included.

Day 8:

Culver City: Pasadena:
Life review and reminiscence therapy Cognitive Behavioral Therapy
(Diana Taylor, Ph.D. &/or Robin Mintzer, Ph.D.) Gia Shurgot, Ph.D.

Day9:

Culver City: Pasadena:

Life review and reminiscence therapy
(D. Taylor, Ph.D. & R. Mintzer, Ph.D.)
Concept Applications (2 hours)

Cognitive Behavioral Therapy
G. Shurgot, Ph.D.

Day 10:

Culver City:

Life review and reminiscence therapy
(D. Taylor, Ph.D. & R. Ph.D.) .

Concept Applications (2 hours)

Pasadena:

Cognitive Behavioral Therapy
Pain Management Techniques
G. Shurgot, Ph.D.

Day 11:

Promising & Clinically Informed Interventions for Older Adults'
Yang, Ph.D. & Mimi Curtis, Ph.D.)'

Dr. Yang will teach participants how to conduct an Antecedent-Behavior-Consequence analysis of problem behaviors among clients with cognitive impairment. She will discuss issues which emerge when treating elders residing in institutions. Dr. Curtis will teach participants theory and methods related to conducting existential and humanistic therapy, and ways of using poetry in the therapeutic process. Other clinically informed therapeutic interventions will be addressed, as indicated below.

Day 12:

Field & home-based treatment: Boundary issues

Drs Yang and Curtis will help clinicians to consider boundary challenges which are especially relevant when working with elders in the field, such as in their homes. Participants will learn specific techniques to help them navigate boundary for the best benefit. Participants will learn techniques to identify specific consumer wishes for the treatment process.

Dates & Times

Section 1

Wednesdays 1PM-5PM

Course I:

January 9th, 2008 - April 2, 2008

Course II:

April 9th, 2008 - June 25, 2008

Antioch University

400 Corporate Pointe #2000

Culver City, CA 90230

Section 2

Thursdays 1PM-5PM

Course I:

January 10th, 2008 - April 3rd,
2008

Course II:

April 10th, 2008 - June 26th, 2008

Trinity Presbyterian Church

3740 E. Sierra Madre Blvd.

Pasadena, CA 91107

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, WISE & Healthy Aging, The Center for Aging Resources and Antioch University provide appropriate accommodations and support services to qualified participants with disabilities. These include, but are not limited to, auxiliary aids/services such as audio taping of courses, extended time for assignments, and translation into American Sign language. Accommodations and types of service vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary services/aids are available Program Administrator (626-577-8480, extension 120).

WISE & Healthy Aging, The Center for Aging Resources and Antioch University do not engage in unfair discrimination in continuing education activities based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socio-economic status, or any basis proscribed by law.

Application Deadline:

December 7, 2007

For applications, please contact:

Gillian Singletary

(626) 577-8480 ext. 129

gsingletary@cfar1.org

For additional information

please contact:

Janet Yang, Ph.D.

(626) 577-8480 ext. 120

jjyang@cfar1.org

or

Mimi Curtis, Ph.D.

(310) 394-9871 ext. 211

mcurtis@wiseandhealthyaging.org

These courses are being coordinated
by:

James Cunningham, Ph.D.

(213) 351-7254

jcunningham@dmh.lacounty.gov

These courses are offered FREE for staff
of directly operated and certified
agencies of the Los Angeles County
Department of Mental Health and
Crisis Intervention
Enrollment in the courses is subject to
LAC DMH approval.

Certificates in Older Adult Mental Health Services: Foundations & Advanced Applications

WISE & Healthy Aging,
The Center for Aging
Resources,
and
Antioch University

Certificates in Older Adult Mental Health Services:

Foundations & Advanced Applications

WISE & Healthy Aging, Center for Aging Resources and Antioch University are offering 2 Certificates in Older Adult Mental Health Services. These 48 hour courses will provide mental health professionals with knowledge and skills in older adult mental health services. The courses will utilize a number of tools including didactic information, practical techniques, case studies, case consultation, and interactive exercises for a complete learning experience. Both classes will be offered in 2 locations: Culver City and Pasadena.

Course Descriptions

Foundations in Older Adult Mental Health Services

Course I will offer a broad knowledge base in issues relevant to working with older adults in the mental health field.

Advanced Applications in Older Adult Mental Health Services

Course II will offer specific training in evidence based and promising practices of mental health interventions with older adults.

Issues covered

Foundations:

- o Mental Illness in Older Adults
- o Spirituality and Existential Issues
- o Caregiving
- o Substance Abuse in Older Adults
- o Cognitive Disorders & Medical Conditions
- o Legal and Ethical Issues
- o Community Resources
- o Psychopharmacology
- o Cultural Diversity



Advanced Applications:

- o Cognitive Behavioral Therapy
- o Problem Solving Therapy
- o Reminiscence and Life Review Therapy
- o Full Service Partnership Models
- o Outreach & Engagement Presentations of evidence based

practices will be offered over a period of several weeks. Skills will be enhanced by in-class exercises and case discussions.



Instructors

The lead teachers will be licensed psychologists Mimi Curtis, Ph.D., Director for Training & Professional Development at WISE & Healthy Aging and Janet Anderson Yang, Ph.D., Clinical Director at the Center for Aging Resources. Drs. Curtis & Yang have each worked with older adults for over 25 years and trained professionals for 14 years..

Guest Lecturers

Expert guest lecturers and consultants will include Monika White, MSW, Ph.D., Gia Shurgot, Ph.D., Susan Bernatz, Ph.D., a geropsychologist, Bery McCord, M.D., a board certified geropsychiatrist, Laura Mosqueda, M.D., a board certified geriatrician, and Rita Haverkamp, R.N., among others.

Continuing Education Units for MFTs/CSWs are provided by Antioch University Counseling Center (PCE Approval #46). Most course hours meet the qualifications for continuing education credit for MFTs/CSWs as required by the California Board of Behavioral Sciences.

WISE & Healthy Aging is approved by the California Board of Registered Nursing, Provider No. CEP10957, for 4 contact hours per weekly session.

The Center for Aging Resources is approved by the American Psychological Association to sponsor continuing education for psychologists. The Center for Aging Resources maintains responsibility for this program and its content.

For additional information on learning objectives, instructor credentials, the number of CE credits offered, and course activities being offered that are not for CE credit please contact Janet Yang.

ATTACHMENT 2



INSTITUTE FOR
GERIATRIC
SOCIAL WORK
BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

BOSTON
UNIVERSITY
SCHOOL of
Social Work

is affiliated with
Boston University
School of Social Work

IGSW is funded
by The Atlantic
Philanthropies

Mission Statement

The Institute for Geriatric Social Work (IGSW) is dedicated to strengthening the workforce for an aging society through educational innovation, workforce change, and research. Located at Boston University School of Social Work, IGSW builds upon the School's historical commitment to the aging field and current strength in gerontological teaching, research and training.

IGSW Online Training Programs:

An Overview

Learn more about IGSW's online training programs here and, view a course demonstration. [View this Movie now.](#) This movie requires the Macromedia Flash Player: [Download the Flash Player.](#)

For a full description of our courses and to enroll or log-in, please visit www.igsw.org .

To subscribe to IGSW News, please email your contact information to info@igsw.org.

Contact Search





Proposal by the Institute for Geriatric Social Work to Create an Online Training Certificate in Mental Health and Aging for California

Brief Summary of Proposal

The proposed project is advanced by the Institute for Geriatric Work (IGSW) at Boston University School of Social Work. We propose to provide and evaluate a competency based online *Certificate in Mental Health and Aging* to social workers and social service practitioners in California. By participating in this training, mental health, substance abuse, and aging service practitioners will develop the competencies needed to effectively identify, assess and respond to older adults with , mental health and substance use concerns. The proposed program will be a workforce project that will demonstrate how California Can cost effective training to improve mental health care to older adults.

Program Design

IGSW's California *Certificate in Mental Health and Aging* would include 5 online Geriatric Assessment; Substance Abuse among Older Adults; Mental Health and Aging; Alzheimer's Disease & Other Dementias and a Guide to the Aging Network. , Each course is four in length. Overall, a total of twenty of training will be Those complete the course will get a *Certificate in Health and Aging* and continuing education credits'.

About the Institute for Geriatric Social Work

Online Training

The Institute for Geriatric Social Work (IGSW), located, at Boston University School of Social Work (BUSSW), was established to meet the challenge presented by a diverse and growing aging IGSW is committed to addressing the urgent need to improve professional education for social workers and social service practitioners in aging by developing focused training that maximizes the of practice skills and practice-relevant knowledge.

With a focus on online training as a way to reach a broad, geographically dispersed audience, IGSW has developed a course catalogue of over 50 online courses. These courses are competency-based with content developed by both academics and experienced practitioners in aging. Online training provides an ideal learning environment in which to develop, practice skills in the workplace. Research shows that a

growing number of practitioners and other health professionals have used e-Learning for professional education and increasingly have access to computers at work (Johnson & Aragon, 2003; Salas & Cannon-Bowers, 2001). Technology is becoming part of every day life and is being used more and more by more people from all nationalities, age groups, and socioeconomic levels (Howell, Williams, & Lindsay; 2004).

However, simply informing adult learners of knowledge and research developments in the field is not enough to truly enhance professional practice (Garavaglia, 1993; Kirkpatrick, 1998; Mott, 2000; Daley, 2001). Rather, effective training strategies enable learners to build new practice skills, and upon their attitudes and values as they relate to their work experience. Adult learners learn best when training is interactive and participatory, involves feedback, mentoring, and role playing, and incorporates specific elements that foster changes in attitudes, cognition, and behavior. These features have been incorporated into the development of all IGSW online trainings. Short video clips of an interview with an aging expert or a video vignette that highlights current practice issues are included in courses. A forum feature provides access to a chat room on the course topic, allowing course participants to discuss the subject and build an online community of fellow professionals.

Mental Health and Aging

Although there have been advances in the treatment of mental illness, that treatment is frequently not reaching those who need it. One reason is the lack of training in aging and mental health. Health and mental health professions often fail to provide basic curricula in aging in general geriatric mental health and substance abuse in particular (Alliance for Aging Research, 2002). According to numerous studies and reports, including the President's New Freedom Commission (Bartels, 2002), it has been found that there is a "severe shortage" of practitioners in the mental health workforce, including those who can provide services to adults and older adults. "The shortage of trained geriatric mental health practitioners is a problem among all mental health professions. The current situation means that mental health and substance abuse problems of older adults often go untreated or they are treated ineffectively or inefficiently. This lack of adequate and available workforce has been shown to be costly to individuals, families and society" (2005). It is imperative to provide training so mental health problems are detected and treated.

Matching Competencies and Training

IGSW is proposing a method for statewide training through an online *Certificate in Mental Health and Aging*. The goal is to create training that provides learners with a meaningful learning experience that is skills-based, incorporates the latest in theory and research, and is accessible. The five online courses are structured so as to address the most significant elements in each topic area. All include learning objectives and competencies. Every course provides the latest information on the scope and importance of the topic; key content based on the latest in gerontological and practice research; and current information on policy, diversity issues and evidenced-based practices. Courses

also emphasize practice skill development as well as address the role of the practitioner and include of screening, engagement and relationship formation, assessment, intervention, and resources and referrals.

Program Outcomes

Outcomes are tied to the demonstrated acquisition of knowledge, skills and approaches related to mental health practice with older adults by social workers, case managers and other practitioners receiving training in the program. Measurable improvements in mental health competency among trainees can be assessed as follows: (a) comparison on pre-and post-competency assessments for all trainees receiving the training. IGSW employs The John A. Hartford Foundation Geriatric Social Work Competency Scale II, a multi-item measure of geriatric competencies developed for social work and other social service practitioners (Damron-Rodriguez, 2006); (b) analysis of post-training standardized assessments by training participants that will assess the effectiveness of the program.

References

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Daley, B. J; (2001). Learning and professional practice: A study of four professions. *Adult Education Quarterly*, 52,39-54'.

Damron-Rodriguez, I. F., Funderburk, B., Enguidanos, S. & Jameson, P. (2003). *Evaluation of the Geriatric Social Work Practicum Partnership program of the Geriatric Social Work initiative 2000-2002; A report to the New York Academy of Medicine*.

, Garavaglia, P. (1993). How to ensure transfer of training. *Training and Development*, 47, 63-68.

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Johnson, S. D., & Aragon, S. R. (2003). An instructional strategy framework for online learning environments. *New Directions for Adult and Continuing Education*, 100, 31-41.

Kirkpatrick, L. (1998). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.

Mott, V. (2000). The development of professional expertise in the workplace. *New Directions for Adult and Continuing Education*, 86, 23-31.

Rosen, A. L. (2005). *The shortage of an adequately trained geriatric mental health workforce*. Policy Committee White House Conference on Aging.

Salas, E., & Cannon-Bowers, J. A. (2001). The science of team performance: A decade of progress. *Annual Review of Psychology*, 52, 471-499.



IGSW Takes the Lead in Aging and Mental Health Training

The Institute for Geriatric Social Work (IGSW) at Boston University School of Social Work has developed a unique set of competency-based initiatives addressing mental health, substance abuse, and aging. As the U.S. population ages, health and social work professionals are on the cusp of unprecedented demographic changes. There is need for a workforce trained to work with older adults that reaches across most behavioral health settings. In response to this need IGSW has created a catalogue of competency-based online courses and a Certificate in Aging and Mental Health using the latest in technology to deliver them. These online courses serve as the cornerstone for several model programs in behavioral health and include a strong evaluative component for program effectiveness. A collaboration of multiple state agencies, a statewide mental health and aging coalition, and several other competency-based organizations have provided the basis for this initiative.

For more information on how these programs can be established in your state contact Kathy Kuhn, Director of Education and Training at kkuhn@bu.edu or 617-358-2632.

Model Programs

- **Massachusetts Elder Mental Health Training Collaborative**
In 2008, the Executive Office of Elder Affairs in Massachusetts funded a statewide mental health and aging training program targeting older adults and mental health staff that provides services to older adults. The program was offered in six counties across the state using a "blended model" of online and face to face training. This included IGSW courses: Geriatric Assessment, Mental Health and Aging, and Substance Abuse with Older Adults. The online training was supplemented by face-to-face sessions. One hundred and eighty professionals completed the training in June of 2008. The program was so well received and outcomes showed such significant gains in learner competencies that it is being repeated in 2009.

*"I can really see the difference for the workers who have completed the certificate!
We can count on IGSW to provide exactly the kind of knowledge, skills, and values our workers need."*

- **Emergency Psychiatric Providers Training in Aging**
The Massachusetts Behavioral Health Partnership (MBHP) with the support of the Department of Mental Health, partnered with IGSW to provide online training in aging to MBHP's emergency psychiatric (BPS) providers. IGSW trained over 100 providers in 26 teams to help crisis situations with the older adults.

Learners received 21 hours of online training from IGSW for a *Certificate in Aging*. One learner wrote: "Thanks to you for offering this great educational opportunity! I will definitely be able to use this in my day-to-day work!"

- **Suicide Prevention among Older Adults- A Blended Model Training Program**
This is a collaborative model of statewide training addressing suicide among older adults that is focused on mental health, substance use, and safety for practitioners. The Massachusetts Department of Public Health is funding this skill-based blend of online learning and face-to-face instruction. IGSW has created an online course on Suicide and Older Adults that is available for practitioners starting in 2009. In this course, practitioners will develop specific skills necessary to identify, assess and effectively respond to older adults who are at risk of suicide. Six members of the Massachusetts Aging and End of Life Coalition participated in this training.

About IGSW

IGSW was established in 2002 through a multi-year grant from The Atlantic Foundation (USA), Inc. to improve the quality and increase the effectiveness of gerontological practice by helping workers and social service providers meet the challenges presented by the aging population.

ATTACHMENT 3



Report to:

CaISWEC

CaISWEC-IGSW *Certificate in Aging Training*
Program,
Final Evaluation Report
, 2008

Prepared by: ,

Bronwyn Keefe, MSW, MPH, ,"
Assistant Director, IGSW

Sarah Garlington, MSW, MPhil
, Research Assistant, IGSW

Institute for Geriatric Social Work (IGSW)
Boston University School of Social Work
232 Bay State Road
Boston, MA 02215
www.bu.edu/igsw

December 2008

Executive Summary

This report is a summary of the *CalSWEC-IGSW Online Certificate in Aging Program*, a collaboration between the California Social Work Education Center (CalSWEC) and the Institute for Geriatric Social Work (IGSW) at Boston University. The *CalSWEC-IGSW Online Certificate in Aging Program* consists of five courses developed by IGSW, including: Basic Issues in Aging, Assessment, Mental Health and Aging Issues, Substance Abuse among Older Adults, and a Guide to the Aging Network, approximately 21 hours of training. IGSW offered this training to 60 participants in four areas in California.

Overall participants evaluated the five courses very highly and provided positive feedback regarding their learning experiences. Some of the comments included the following:

- ∴ *"The fact that the courses are available is strength. The flexibility is also a plus. The coursework was very applicable to current issues."*
- ∴ *"comprehensive coverage of aging issues"*
- ∴ *"practical information and ability to do the work as my time allowed"*

Key Findings

following are key findings from the *CalSWEC-IGSW Online Certificate in Aging Program*:

- ∴ Very few of the participants identified having a certificate in aging already (16.9%) and more than half (58.1%) have never taken a course in **aging**.
- ∴ Out of the initial sixty participants, completed all five courses to attain the *Certificate in Aging* (86.7%).
- ∴ The majority of participants (93.43%) agreed or strongly agreed that generally the courses expanded their knowledge and understanding of the topic area(s):
- ∴ Most participants (98.92%) agreed or strongly agreed that the training met the learning objectives.
- ∴ A majority of participants (93%) agreed or strongly agreed that the format or of training (i.e. the online training) was satisfying and/or effective.
- ❖ geriatric social work competency scores demonstrated statistically significant increases in overall scores, well as between pre- and post-training assessments in two of the four domains.
- ∴ Participants indicated that their strongest skill having respect for older client's right to dignity and self-determination, ranking it highest out of all skills at post-test (3.57)
- ∴ At both pre- and post-test, participants felt most competent in their ability to "identify and resources appropriate for the needs of older adults" (2.08 and 3.43, respectively).

ATTACHMENT 4

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CALIFORNIA SOCIAL WORK EDUCATION CENTER
AGING INITIATIVE

CalSWEC Aging Competencies can be viewed and downloaded at:
<http://calswec.berkeley.edu/CalSWECfAgingCompetencies.html>

CalSWEC AGING CURRICULUM COMPETENCIES

California has the largest population of persons over 65 years of age, over 3.9 million persons, and the largest population of ethnic elders in the nation. In 2004 the California Social Work Education Center (CalSWEC), which has served since 1990 as a catalyst to increase the number and quality of social workers in California, created an Aging Initiative (AI). CalSWEC is composed of representatives from 18 schools of social work, NASW-CA, the California County Welfare Directors and the California Mental Health Directors Associations representing our diverse 58 counties. The AI was formed with an overarching mission to develop a competent social work workforce to meet the needs of aging Californians and their families..

Background for Competency Development

Nationally and specifically in California, a foundation for the CalSWEC Aging Competencies had been laid through the accomplishments of the *Hartford Foundation Geriatric Social Work Initiative*. California Schools of Social Work have been awarded multiple Hartford grants. These include the Southern California Social Work Education Consortium (SWSWEC), the Northern California Social Work Consortium, 7 schools identified as Gerofocus sites, and 10 California schools with aging curriculum development grants from the Hartford National Gero-Ed Center. The competency-driven models and curriculum tools developed by these schools were presented at the CalSWEC Aging Summit and the feedback from the 109

CalSWEC Aging Competencies Framework

Foundation Competencies (First Year)

1. Age, Diversity, & Disadvantage
2. Aging, Human Behavior & the Social Environment
3. Aging, Human Behavior & the Social Environment
4. Aging Social Welfare Policy & Administration

Advanced Competencies (Second Year)

1. Culturally Competent SW Practice in Aging
2. Advance Practice w/ Older Adults
3. Perspectives on Aging, Human Behavior & the Social Environment
4. Advanced: Aging Social Welfare Policy & Administration

For Competencies go to: <http://calswec.berkeley.edu/CalSWECfAgingCompetencies.html>

Summit delegates was instrumental in the development of the CalSWEC Aging Competencies.

CURRICULUM PRINCIPLES

1. The goal of services for older people is to maintain independence; optimize physical, psychological, and social functioning; and maximize the quality of life.
2. Services for older persons should be guided by the individual's goals, strengths, needs, and concerns, with appreciation for the interconnectedness among physical, psychological, and social aspects of well-being.
3. Family relationships should be respected and fostered, with the goal of strengthening reciprocal bonds, enabling family care over time, and preventing undue hardship.
4. The growing diversity of the older population in ethnicity, language, culture, and immigration status must be reflected in culturally competent staff and program design.
5. Racism, sexism, and other forms of discrimination influence the opportunities of individuals over the life course and systems of care for older people must address the needs of those who have been marginalized or disadvantaged during their lives.
6. Older persons have the right to live in their homes and communities as long as possible supported by community services.
7. Older persons whose cognitive capacity is impaired should be supported by family, community, or public services, as legally mandated; humane, and
8. Services across a full range of needs should be available, accessible, coordinated, timely, and effective.

CalSWEC AGING CURRICULUM COMPETENCIES

Archstone Foundation Grant Competency Development Team:
Molly Ranney, Ph.D. CSU, Long Beach
Jong Won Min, Ph.D. San Diego State University
JoAnn Damron-Rodriguez, Ph.D., Co-Principal Investigator
Catherine Goodman, DSW, Co-Principal Investigator
For Information Contact Kathy Sniffen AI Coordinator
E-mail: kasniffen@sbcglobal.net
Phone: 209 605-3875

Practice Definition

CalSWEC AI chooses the term, "Aging Competencies" to indicate that practice with older adults encompasses both geriatric and gerontological social work. This definition of aging social work encompasses direct practice, community organization, and policy levels of social work, thus aiming at skills required to work with older adults at both the micro and macro levels of practice. The definition is both gerontological practice with an emphasis on late life growth and development, as well as geriatrically grounded practice to meet the needs of older adults for health, mental health, and human services.

SOCIAL WORK WITH OLDER ADULTS DEFINITION

Professionally responsible intervention to:

- 1) enhance the developmental, problem solving, and coping capacities of older people and their families;
- 2) promote the effective and humane operating of systems that provide resources and services to older people and their families;
- 3) link older people systems that provide them with resources, services and opportunities; and
- 4) contribute to the development and

Competency Development

The CalSWEC Aging Competencies are the result of a census-building approach. A review including the Geriatric Social Work White Papers was conducted. The PPP Geriatric Social Work Competency Scale II (<http://www.socialworkleadership.org/sw/work/ppp.php>) used for measuring advanced practice skills in aging (Damron-Rodriguez, 2007) had recently been adopted and adapted to competency goals by the CSWE GeroED Center (<http://depts.washington.edu/geroctr/index.html>). These 40 competencies were used as a foundation for the CalSWEC Competencies and were reviewed and sorted in accordance with CalSWEC Curriculum Competencies format. The CalSWEC format stipulates Curriculum Competencies should address four distinct areas: 1) attention to cultural diversity, disadvantage, and culturally competent social work, 2) social work practice across lifespan, 3) human behavior and social environment for older adults, and 4) social welfare policy and administration for the older adults. Furthermore, the CalSWEC format is divided in each of the four sections into foundation (1st year) and advanced (2nd year) competencies. SEE BOX ON PAGE ONE. Additional skill and content recommendations were added for the CalSWEC Aging Curriculum. A refined version of the CalSWEC Aging Competencies was distributed to approximately 209 community stakeholders for their inputs and comments on the competencies. The community stakeholders include the 2004 Aging Summit delegates, County Welfare Directors' Association (CWDA), Deans and Directors of Schools of Social Work, and CalSWEC AI committee members. A total of 80 community stakeholders provided comments and suggestions. The Aging Competencies were adopted by the CalSWEC Board in February 2006.

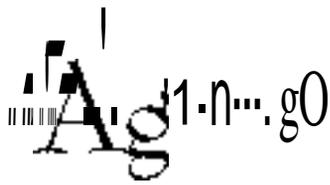
Aging Curriculum Committee Members: Jong Won Min, San Diego State University, Curriculum Lead.

Connie Corley, CSU Los Angeles
JoAnn Damron-Rodriguez, UCLA
Catherine Goodman, CSU Long Beach
Roseanna McCleary, CSU Bakersfield
Gigi Norquist, CSU Bakersfield

Michael Peck, San Jose State University
Anne Petrovich, CSU Fresno
Molly Ranney, CSU Long Beach
Barrie Robinson, UC Berkeley
Debbie Winters, U Southern California

7/14/08

ATTACHMENT 5



Mental Health

Advanced training for licensed clinicians and allied health professionals who work with older adults and their families

As the U.S. population ages, the growing number of age-related morbidities creates an ever-increasing need for professional care. UC Berkeley Extension's Professional Program in Aging and Mental Health offers licensed health and mental health professionals the opportunity to obtain continuing education units and a certificate of completion in this specialized area of practice.

Program Benefits

Those who complete the program can expect to enhance their clinical skills in a *variety* of settings. Participants gain an understanding of current issues in the field of aging and mental health and improve their ability to make assessments, informed referrals, and other decisions related to patient care. All workshops are approved for CEUs for psychologists, LCSNs, MFTs, and RNs.

Program Requirements and Structure

To earn a certificate of completion, you must complete two required workshops (12 hours each) and 36 hours of additional elective workshops for a minimum total of 60 hours. The program takes a minimum of three terms to complete, and students may take up to five years to finish the program. Substitutions and waivers are not allowed.

Required Workshops (12 hOIJrs each)

- Assessment and Treatment of Mental Illness in Older Adults—offered fall term (1.2 ceu)
- Clinical Case Seminar on Aging and Mental Health—offered summer term (1.2 ceu)

Electives (partial list)

- Addressing Alcohol and Drug Problems in the Treatment of Aging and Mental Health (0.6 ceu)
- Neuropsychiatric Symptoms and Diagnostics, of Dementia (0.6 ceu)
- Health and Aging: Current Issues and Challenges (1.4 ceu)
- Treating Depression in Older Adults (0.6 ceu)
- Art Therapy with the Elderly (0.8 ceu)
- Spiritual Approaches to Loss in Aging, Illness, and Death (1.2 ceu)
- Alzheimer's Disease and Memory Loss: Working with Families (0.6 ceu)
- Working With Older Persons in High-Conflict Families (0.6 ceu)

Workshops may be taken in any order, although it is recommended that you take the required Assessment and Treatment of Mental Illness in Older Adults first and the Clinical Case Seminar on Aging and Mental Health workshop toward the program's end.

(continued)



The Professional Program in Aging & Mental Health

UNIVERSITY OF CALIFORNIA **ut BERKELEY** EXTENSION

Prerequisites

While no specific degree or previous coursework is required, this program is primarily intended for mental health clinicians, nurses, and social services professionals who have a graduate degree in the field and are licensed psychologists, clinical social workers, or marriage and family therapists. Psychiatrists and psychiatric nurses, as well as a range of professionals working in long-term care settings, may also take workshops in this program.

Course Credit

Participants earn a total of 6.0 CEUs (60 hours) and can specialize their professional development work in the area of aging and mental health treatment.

Value of UC Berkeley Extension Professional Program

As the continuing education arm of UC Berkeley, one of the finest public research institutions in the United States, UC Berkeley Extension has an unmatched reputation for excellence. A UC Berkeley Extension professional program earns participants a respected credential certifying successful completion of a high-caliber, in-depth course of study. The Professional Program in Aging and Mental Health allows clinicians to focus their learning in this specialized area of practice and list its completion on résumés, CVs, and job applications.

Locations

Workshops are scheduled both in Berkeley and in the UC Berkeley Extension centers in San Francisco, and are usually held on a Friday or Saturday (please check the schedule each term for exact time and location).

Fees

Each workshop is paid for separately at the time of enrollment. Individual course fees may vary from term to term. The total estimated cost for the entire program is approximately \$1,800.

How to Begin

To begin the program, simply enroll in your first workshop and continue taking workshops each term until you have completed the 60 hours of coursework. To enroll, go to www.unex.berkeley.edu/enroll or call (510) 642-4111.

Completion Requirements

This program does not require an application or a certificate program fee. With each course, indicate on the Extension course roster that you wish to receive CE credit. This request for CE credit on each course roster will ensure that your hours are recorded in your student record. When you have completed the program, call (510) 643-3883 to request your certificate of completion.

More Information

Call (510) 643-3883,
e-mail counspych@unex.berkeley.edu,
or visit www.unex.berkeley.edu/profseq/aging.html.

Free Course Catalog

Call (510) 642-4111 or (888) UC SMART,
or visit www.unex.berkeley.edu/cat.



www.unex.berkeley.edu

ATTACHMENT 6

***The Challenges of Serving
the APS Client with Limited
Mental Function: Disability
Abuse & Advanced
Interviewing Techniques
Statewide Training for
Adult Protective Services
Workers & Partners***



The Statewide Adult Protective Services Training Project is funded by an APS training grant from the California Department of Social Services, Adult Services Division.

The training project is a collaboration between the Bay Area Academy, the Academy for Professional Excellence (Southern Academy), the Central California Child Welfare Training Academy, the Northern California Training Academy and the County Welfare Directors Association's Protective Services Operations Committee (PSOC).

Training Outline

Studies have long established that people with developmental or other disabilities are disproportionately criminally victimized. One study found that among adults with developmental disabilities, as many as 83% of females and 92% of males are the victims of sexual assault. Perhaps most astonishingly, 97%-99% of abusers of victims with developmental disabilities are known and trusted by the victim.

There are a number of factors related to individuals with disabilities susceptibility to interactions with the criminal justice system. In addition to these factors, many significant barriers exist, both real and perceived, that limit investigation and prosecution of these cases. Specific techniques must be developed to effectively interview victims with disabilities. The unique characteristics of mental retardation, autism, cerebral palsy, dementia and speech/language impairments warrant discussion on how best to treat, interview, and accommodate victims with these types of disabilities.

Activities included in this training:

- A didactic presentation with facilitated large and small group activities designed to provide knowledge and skill development in the areas of specific disabilities, their characteristics and the most important skills needed to conduct an effective interview with abuse victims with disabilities.
- Individual self testing on participant's comfort level and feelings regarding disability culture and interviewing clients with disabilities.
- Local case study presentations and small group break outs on difficult real life cases involving abuse of a person with a disability - with special focus on issues around the interview/investigation process.

Learning Objectives:

1. Participants will identify incidence of disability and the incidence of disability abuse and its impact.
2. Participants will achieve a new attitude and perspective toward the disability culture.
3. Participants will be able to identify the unique characteristics of individuals with disabilities that make them susceptible to abuse and use this information to assist in conducting effective interviews.
4. Participants will develop and practice specific interviewing skills to effectively interview victims with autism, mental retardation, cerebral palsy, dementia and speech/language impairments.

Trainer Bio:

Dr. Scott Modell is a Professor and Director of the Autism Center for Excellence at California State University, Sacramento. He is an expert in disability etiology, characteristics, interview techniques, and abuse. He has presented at numerous international and national conferences on a variety of disability issues. Dr. Modell has been researching and publishing on disability for the past 11 years. His current research focus is on dependent adults and their interactions with the criminal justice system. He has been an invited speaker for a number of conferences for law enforcement throughout the country. He currently consults with multiple law enforcement agencies regarding dependent adult abuse and as an expert witness. He has taught for the California District Attorney's Association (COM), National Adult Protective Services (NAPSA), New Mexico Crime Victims Reparation Commission and the National Organization for Victim Assistance (NOVA). He has received national recognition for his work in the area of interview techniques for individuals with developmental disabilities. Dr. Modell is also a Core Advisory Team Member on Training Grants to Stop Abuse and Sexual Assault of Older Individuals or Individuals with Disabilities for the COM.

SAVE THE DATE 2009/2010"
***The Conflict Resolution Skills & Resources Tool Box for the APS
Social Worker: A Multi-Disciplinary Approach
Statewide Training for Adult Protective Services Workers & Partners***

Please mark your calendars and join the Statewide APS Training Project for a dynamic, multi-disciplinary training on conflict resolution skills and approaches for more effective client interactions and outcomes. Special focus will be placed on family and intergenerational conflict, imbalances of power, red flags, and the cases that challenge workers most. Scenarios and role plays are based on actual cases provided by Counties.

This training will emphasize advanced knowledge and practice skills and is appropriate for APS social workers, investigators, managers, supervisors, nurses, public guardian, ombudsman, behavioral health specialists and those in the dual APS/IIHSS role.

Trainers: Adult Resolution & Mediation Services-ARMS will be utilizing a multi-disciplinary, team training approach using an elder/APS specialist and a mediator. More details on trainers to come...

Training Brochure and Registration Details Coming in Sept/Oct 2009!

Dates & Locations:

December 15 & 16, 2009 - Los Angeles - Center for Healthy Communities-
CA Endowment*

Dec 18, 2009-Oceanside-San Diego Co. H&HS - N. Coast Regional Center

January 27, 2010 - Santa Rosa — Sonoma Co. HSD - Westwind Blvd

January 28, 2010 - San Jose — Santa Clara Co. HSD-Berger Street Bldg

February 10 & 11, 2010 - Fresno - Picadilly Inn, University

March 8, 2010 - Redding - Shasta Builder's Exchange

March 9, 2010 - Sacramento - KVIE - Ose Community Room

*Please Note: Trainings are held 9am-3:30pm with registration beginning at 8:15am, except the Los Angeles trainings which will be held 9:30am-4pm with registration beginning at 8:45am. 5.5 CED credits offered to LCSW's & LMFT's. Provider approved by the California BRN to offer 5.5 Contact Hours.

Morning refreshments and lunch will be provided

For more information-contact
Krista Brown
APS Project Coordinator
510-419-3613
510-663-5532-fax
kbrown70@sfsu.edu

Bay Area Academy
SF State University.
2201 Broadway, .
Suite 100
Oakland, CA 94612
<http://www.baa-aps.org>

Statewide APS Training Project Partners

- * Academy for Professional Excellence
- * Bay Area Academy
- * Central California Child Welfare Training Academy
- * Northern California Training Academy

Adult Protective Services Training Project: Supporting Those Who Serve Others

ATTACHMENT 7

Project MASTER

Presents



Self Neglecting Clients

A Three Day Advanced Intensive Training

Friday, October 9th, 2009: 9:00am to 4:00pm
Wednesday, October 14th, 2009: 9:00am to 4:00pm
Monday, October 19th, 2009: 9:00am to 4:00pm

Registration
Deadline:
September 1st

NOTE: Attendance at all three sessions is required

Location:

Pepper Tree Room
855 Partridge Dr
Ventura, Ca 93003

Cost: **FREE**

Fee for 18 hrs of CEU: \$105.00 (Checks only please)

Please Fax your registration to (619) 594-1118

or contact Idelagra@projects.sdsu.edu! (619) 594-8291 for further information.

DAY 1: Legal, Ethical and Practice Issues in Self Neglect

What you will learn: At the this you will understand and be apply APS' mandate in order balance the client's right with APS's mission to provide for the safety and of clients who' unable to so for themselves. " Presenter: Lisa Nerenberg is an elder abuse consultant local, state and national and, director, Elder Abuse Prevention at the Institute on Aging. She the of "Elder Abuse Prevention: Promising

DAY 2: Biopsychosocial Assessments:

What you will learn: This training will teach you to: medical; mental health and substance abuse problems when completing biopsychosocial assessments of self neglecting clients. Presenter: Falk; Psy.D. is a licensed clinical psychologist and currently directs the San Francisco Elder Abuse Forensic Center, a public/private partnership between the IDA and various City and County agencies (Adult Services, District Attorney's Office, Police). Prior to coming on the IOA, she conducted psychological evaluations with vulnerable elders in their homes.

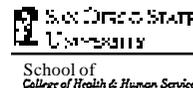
DAY 3: Engaging Reluctant Clients to Develop Service Plans that Work

What you will learn: This training will teach you to use a variety of strategies to effectively engage reluctant and angry clients and their family members. The training includes a segment on motivational interviewing. Presenter: Carol Kubota is the Adult Services trainer for Orange County. She has direct field experience working with APS clients and has practical advice for engaging clients.

*This intensive training meets the qualifications for 18 hours of continuing education credits for MFTs/LCSWs as required by the California Board of Behavioral Sciences (peE 3776).



A program of the Academy for Professional Excellence at
San Diego State University School of Social Work
Funding for this program provided by The Archstone Foundation





Project MASTER and NAPSA
Present
**Assessing APS Clients'
Decision-making Capacity**

Date: Thursday, September 3th, 2009

Time: 9:00am to 4:00 pm

**Location: The California Endowment
1000 North Alameda Street
Los Angeles, CA 90012**

**Cost of the
Training: FREE**
for CEU is \$35.00,
payable by check at the
event)

Registration deadline: August 21, 2009

**Please e-mail or fax the attached Trainee Profile to Norma Elizalde
at nelizalde@projects.sdsu.edu or (619)594-1118**

What you will learn: In this interactive and thought provoking introductory training, participants learn the basic components of assessing capacity. Trainees will be able to identify the factors that affect their clients' decisional capacity, and to identify when to seek a professional evaluation. Upon completion of this training session, participants will be better able to:

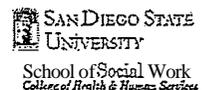
- Define autonomy, capacity, and incapacity.
- List four potential consequences in the adult from a declaration of incapacity.
- Describe five factors that may influence client capacity.
- Identify five types of decisions that require adult capacity.
- Describe four standards for capacity assessment.
- Identify the uses, potential strengths and limitations of assessment tools.
- Identify key questions and approaches used to assess client capacity.
- Describe key considerations in assessing the capacity of special populations.
- Present one "next-step" in the planning process based on a capacity-assessment case study.

Presenter: Carol Kubota, Adult Services Trainer for Orange County's Human Resources and Career Development Department. Ms. Kubota has experience as an APS line worker and supervisor, and as a geriatric assessment social worker. She understands the challenges that APS workers face when assessing clients in the field.

*Application has been submitted for 6 hours of continuing education for MFTs/LCSWs as required by the California Board of Behavioral Sciences (PCE 3776).



A program of the Academy for Professional Excellence at
San Diego State University School of Social Work
Funding for this program provided by The Archstone Foundation





Project MASTER and NAPSA
Present

Ethics, Values and Cultural Competence in APS

Date: Tuesday, September 2009

Time: 9:00am to 4:00 pm

Location: The California Endowment
1000 North Alameda Street
Los Angeles, CA 90012

Cost of the

Training: FREE

(Fee for CEU is \$35.00,
payable by check at the
event)

Registration deadline: September 4th, 2009

Please e-mail or fax the attached Trainee Profile to Norma Elizalde
at nelizalde@projects.sdsu.edu or (619)594-1118

What you will learn: In this interactive and engaging introductory training, participants learn the basic components of ethics and values as applied to APS social work practice. Trainees will be able to apply a practical framework for ethical decision-making as well as become aware of their own value systems and how they may affect decision-making in the field. Participants will have the tools needed to analyze situations from a culturally competent standpoint.

Upon completion of this training session, participants will be better able to:

- Define the seven ethical concepts involved in APS work.
- Describe five ways population changes affect work with vulnerable adults.
- List four major influences on APS decision-making.
- Describe the cultural competence continuum.
- Provide one example of using ethical multiculturalism in working with vulnerable adults.
- List five components of an ethical and culturally competent decision-making framework.

Presenter: Ralph Pascual, Social Services Supervisor, Staff Development Section, LA County APS. Mr. Pascual was an APS Social Worker for 8 years before joining the Staff Development Section. As a Staff Development Section Supervisor, he conducts in-services for both staff and community agencies. Additionally, he is an Adjunct Faculty at Rio Hondo College Department of Social Sciences and Humanities.

has been submitted for 6 hours of continuing education credits for MFTs/LCSWs required by the California Board of Behavioral (peE 37(6)).



A program of the Academy for Professional Excellence at
San Diego State University School of Social Work
Funding for this program provided by The Archstone Foundation



ATTACHMENT 8

More than 30,000 people in the United States commit suicide each year.

Suicide rates increase with age, making this a serious health concern for older adults.

All people with thoughts of suicide should be taken seriously.

The challenge is one of prevention.

There is a compelling community need for willing, ready and able caregivers who are trained to recognize and intervene when there is an immediate risk of suicide.

Now, there is a trusted community resource for everyone who wants to help - PCOA's Older Adult Suicide Prevention Program.

Awareness - Alertness - Intervention

imaginable...



PAHMA COUNCIL ON AGING
Administrative, Research, Advocacy



suicideTALK"

suicideTALK (90 minutes) trainings are available at the Pima Council on Aging or at your service site.

Training materials and snacks will be provided.

For a schedule of fees and to schedule a training please contact:
Pima Council on Aging, (520) 790-0504



safeTALK"

safeTALK (2.5-3.5 hours) trainings are available at the Pima Council on Aging or at your service site.

Training materials and snacks will be provided.

For a schedule of fees and to schedule a training please contact:
Pima Council on Aging, (520) 790-0504



ASIST™

ASIST (2-day) trainings will be offered at the Pima Council on Aging throughout the year.

Training materials, lunch and snacks will be provided for both days.

For a schedule of fees, training dates and registration, please contact:
Pima Council on Aging, (520) 790-0504

PCOA Older Adult Suicide Prevention Program Trainings

PCOA will provide suicide awareness, alertness and intervention skills trainings, utilizing evidence-based training models that have been recognized worldwide, as best practices in the field of suicide prevention.

Through these training programs, the Older Adult Suicide Prevention Program will:

Increase community awareness of suicide as a serious community health problem

Increase community capacity to recognize and intervene with potentially suicidal individuals

Increase knowledge of wellness and coping strategies

Who should attend?

Anyone age 15 years or older who interacts with older adults on a regular basis will benefit from full participation in the program, including family members and formal and informal caregivers of older adults.



Exploration in

suicideTALK is a 90-minute to half-day presentation that invites interested community members to become more aware of suicide prevention opportunities in their community. Dealing openly with the stigma around suicide, this exploration focuses on the question "Should we talk about suicide?"

As a suicideTALK-informed participant, you will be better able to:

- Understand how personal and community beliefs about suicide affect suicide stigma and safety
- Appreciate how the steps taught in safeTALK can be used to help prevent suicide
- Choose among ways to help protect, preserve and promote life in a suicide safer community



'safeTALK"

Suicide alertness for everyone,

'safeTALK is a half-day (2.5 to 3.5 hour) or full-day (7 hour) training that prepares anyone over the age of 15 to identify persons with thoughts of suicide and connect them to suicide first aid resources. Most people with thoughts of suicide invite help to stay safe. Alert helpers know how to use these opportunities to support that desire for safety. Learn steps that contribute to saving lives.

As a safeTALK-trained suicide alert helper, you will be better able to:

- Move beyond common tendencies to miss, dismiss or avoid an individual with thoughts of suicide
- Identify people who have thoughts of suicide



ASIST

Applied Suicide Intervention Skills Training

ASIST is a two-day (7 hours per day) skills-building workshop that prepares caregivers to provide suicide first aid interventions.

Professionals, volunteers and informal caregivers or helpers all need to know how to help persons with thoughts of suicide in ways that increase their suicide safety.

As an ASIST-trained first aid intervention caregiver, you will be better able to:

- Review current risk and develop a plan to increase safety from suicidal behavior for an agreed amount of time
- Follow up on all safety commitments, accessing further help as needed.

During this two-day workshop, you will:

Enjoy small group discussions and skills practice that are based upon adult learning principles.

the reasons for living

ATTACHMENT 9

Pennsylvania Older Adult Peer Specialist Training

Older Adult Peer Specialist - Final Report September 12, 2008 Summary



Pennsylvania Office of Mental Health
and Substance Abuse Services

Persons age 65 years and older represent the fastest growing age group in the US. However, older adults are less likely to seek treatment from mental health professionals due to stigma.

One recognized method to engage older adults in recovery-oriented services and to avoid the stigma of participating in mental health programs has been the development of peer support services. As a result of a Mental Health Systems Transformation Grant, PA Peer Supports was established and is now a Medicaid funded state plan service with over 854 Pennsylvanians trained as Certified Peer Specialists (CPS).

The Pennsylvania Office of Mental Health and Substance Abuse Services (OMHSAS) dedicated funding from the Transformation Transfer Initiative Grant to launch the development of specialized curriculum for Older Adult Peer Specialist training. This initiative identified and achieved the following 6 goals:

1. Develop an Older Adult Peer Support Competent I-day curriculum;
2. Develop an Older Adult Peer Support Enhanced 3-day curriculum;
3. Recruit 20 Certified Peer Specialists (CPS) to specialize in working with older adults;
4. Pilot the 3-day Older Adult Peer Support Enhanced curriculum in Harrisburg, PA, with 20 older adult CPS;
5. Pilot regional I-day Older Adult Peer Support Competent trainings, recruiting 20 CPS in each of three regions of the state (a total of 60 trainees);
6. Create specialized work opportunities for CPS who completed the enhanced older adult curriculum.

A unique part of this initiative was the collaboration among discrete state agencies (OMHSAS and PA Department of Aging and Long Term Living (PDA)) and university staff (Center for Mental Health Policy and Services Research, University of Pennsylvania (penn)).

Results

- Seventy-eight CPS's completed the trainings. Sixty-eight percent (68%) were female and thirty-two percent (32%) were male. Ages ranged from 28 to 67, with an average age of 51.
- Evaluations indicated the training was related to their CPS practice and they acquired new skills that helped to understand how one's peer specialist skills can be used in working with older adults.
- Ensured specialized work opportunities for trainees by soliciting county commitment as part of the application process.
- Enrich the quality and scope of nontraditional services more readily received by older adults.

Next Steps

- Track employment outcomes for CPS who completed the Older Adult Training
- Continue to provide opportunities in the future for other CPS to receive the training
- Replicate the model for various applications such as forensics, co-occurring disorders.

ATTACHMENT 10

Heritage Clinic Senior Peer Counseling Program

Overview

Trained senior volunteers offer emotional support, guidance and compassion " to other seniors who experience loneliness, isolation, loss of loved ones and other life changes.

It is not substitute for formal care, but rather a complement to professional care, and/or for situations that no professional care is required.

Training

This is 12 weeks, 3-4 hours sessions once a week. The program includes a variety of topics relevant to Peer Counseling and Aging.

Seniors to commit 10 hours a week for one year after the training.

Program Curricula

- I. Getting to Know You: Getting to Know Each Other / Definition of Peer Counseling / Confidentiality.
- II. Getting to Know Yourself: Personal Growth and Effective Counseling / Personal Qualities and Counseling.
- III. Psychology of Aging: Research and Aging / Myths and Aging / Expectations and
- IV. The ABC of Counseling: Levels of Response / Counseling Goals / Elements of Counseling.
- V. Communication as a Process: Defining Communication / Effective Communication.
- VI. Counseling Interventions I, IT & ID: Counseling Intervention.
- VII. Group Process: Group Ground Rules-Guidelines / Feedback / Types of Groups.
- VIII. Depression, Suicide and Loneliness: Depression / Suicide / Loneliness.
- IX. About Your Body: Physiological Changes / Neurological Changes / Nutrition / Exercise / Staying Fit / Preventing Falls / Talking with the Doctor.
- X. Case Management and Caregiving: Case Management / Care-giving.
- XI. Integrating Physical, Emotional and Spiritual: Considering the Physical and the Emotional/Stress and its Relationship to the Physical / Sexuality and Sexual Counseling / Spirituality and its Relationship to Counseling.

- XII. Family Systems: Defining Family Systems / Individual vs Family Therapy / Family Relations.
- XIII. Adapting to Rapidly Changing Society: Cultural Diversity / Crime / Fraud / Elder Abuse / Modern Impact on Aging.
- XIV. Death and Dying, Grief and Loss: Personal Philosophies and the Experiences of Loss and Grief / Death and Dying / Societal Attitudes Towards Death and / Stages or Mourning.
- XV. Dealing with Dependency and Addictions: Medication Use, Misuse and Abuse / Alcoholism / Eating Disorders / Codependency.
- XVI. Creative Aging: Retirement Years / Reinventing Relationship / Widow / Widower Issues..
- XVII. Getting to know yourself better: The to be perfect; the needs to be needed; Self-esteem; Assertive vs. aggressive behavior; Guilt; Shame:
- XVIII. Process and Product: Being in the Now; The is Product.
- XIX. Taking Care of Yourself in the Counseling Setting: Preventing Burnout.
- XX. Community Resources and Record Keeping: Resources Available in the Community; Record Keeping.
- XXI. Getting Started with Clients: Assigning clients; Establishing Climate for Effective Counseling.
- XXII. Ending Creates Beginnings: Feelings about the Training; Client-Peer Counselor Relationship.

Timeline

Training: 12 weeks 3-4 hours, once a week.

In Service Training: 1 ½ hour per month.

In Service Training

1 ½ hour educational topics offered a month to the peer counselors.

Peer counselors can suggest what topics to be covered. topics can be as follow:

- Normal
- Coping skills
- Insomnia
- Strokes
- Poly-Pharmacy
- Community Resources
- Widowhood
- Memory Problem
- Ageism in the American society
- Cultural Diversity
- Safety
- Prevention and Wellness

ATTACHMENT 11

SENIOR PEER COUNSELING PROGRAM TRAINING

& SCHEDULE 9:00 – 12:00

San Luis Obispo CA

Program Director

Email: _____ Phone: 805-547-7025 Ext 15

Website: wilshirecommunityservics.org

Date	Session Topic
Tues 2/10	Getting to Know You & Getting to Know Yourself"
Thurs 2/12	Psychology of Aging
Tues 2/17	The ABC'S of Counseling
Thurs 2/19	Case Management & Care-giving
Tues 2/24	Counseling Interventions I
Thurs 2/26	Group Process
Tues 3/3	Depression, Suicide & Loneliness
Thurs 3/5	About Your Body
Tues 3/10	Counseling Interventions II
Thurs 3/12	Communication is a Process
Tues 3/17	Integrating the Physical, Emotional, Spiritual '
Thurs 3/19	Family Systems
Tues 3/24	Adapting to Social Change
Thurs 3/26	Death and Dying, Grief and Loss
Tues 3/31	Dealing with Dependency and Addiction,
Thurs 4/2	Creative Aging
Tues 4/7	Counseling Interventions III

Thurs 4/9	Getting to Know Yourself Better
Tues 4/14	The Process is the Product
Thurs 4/16	Taking care of yourself in the Counseling Setting
Tues 4/21	Community, Resources & Record Keeping
Tues 4/23	Getting Started with Clients & Endings Create Beginnings

· ATTACHMENT12



The Impact of Trauma in the Lives of Older Adults

Presented by:

Contra Costa Mental Health

Course Instructor: Patrick Arbore; Institute on

When: September 30, 2009

Where: Willow Creek Center

1026 Mohr Lane Concord, CA 94518

Time: 8:30am - Registration

9:00am – 4:30pm

In this workshop participants examine the impact of trauma on themselves and older adults. Losses associated with trauma are usually those that are external: death of loved ones; early-child physical or sexual abuse; decreased health; automobile accidents; loss of a home by fire. We will also acknowledge psychological losses that result from fundamental changes in people's assumptive worlds. Ways to intervene with older traumatized adults will be explored as well as strategies for helping the helper.

6.5 hour CE credit available for LMFT, LCSW, RN, LVN, Psychiatric Technicians and CAADAC Counselors (\$5 CE fee); 6.5 hours CE credit for PhD & PsyD (\$12 CE fee for PhD/PsyD-Pending); 6.0 CME credit per day for MDs (\$5 CE fee). Contra Costa Health Services (CCHS) designates educational activity for a total of 6 *AMA PRA Category 1 Credit(s)™*. Physicians should only claim credit commensurate with the extent of their participation in the activity. This credit may also be applied to the CMA Certification in Continuing Medical Education.

Registration Deadline: September 17, 2009

More Info, please contact: Wendy Hauser at 925-957-5128

whauser@hsd.cccounty.us

Contra Costa County Mental Health is an approved continuing education provider for the California Behavioral Sciences (Professional) and Licensed Professional Nurses (LPN) (CERPS 1963), the Manufacturing Continuing Education for Psychologists (PS-450), the California Association of Child and Adolescent Abuse Counselors (CAADAC) (Pro # 1062), the California Board of Licensed Vocational Nurses and Psychiatric Technicians (Pro # 1062), and the American Board of Certified Financial Planners (CMA). CCHS is responsible for the content, quality and student/attendee feedback. For additional recommendations or further information, contact Wendy Hauser.