

Program Assessment Plan

Program: Gerontology Certificate
Department: School of Social Work
College/School: College for Public Health & Social Justice
Date: 9/11/18
Primary Assessment Contact: Cara Wallace, PhD, LMSW

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping*	Assessment Methods	Use of Assessment Data
1	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> <p>Utilize gerontological frameworks to examine human development and aging.</p>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p> <p>SWRK 5745; NURS 5750; PUBH 5930; HCE 6320; DISCIPLINE SPECIFIC PRACTICUM</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p> <p>Direct Measures: Due to the interdisciplinary nature of this certificate program, students and their advisors will link the chosen course assignments (papers, projects, exams, etc) to demonstrate students' achievement of this learning outcome. Demonstration of this will be pulled from the following courses along with the students' practicum course: SWRK 5745; NURS 5750; PUBH 5930; HCE 6320. These assignments will be culled into a portfolio which will be submitted</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p> <p>Assessment results for learning outcomes 1-3 (covering foundational competencies) will be the focus of analysis in years 1 and 2 of the certificate program. Students' portfolios will be assessed by the acting advisor and the GCC, using a standard rubric developed and reviewed by participating faculty across departments. This will be utilized to assess student learning outcomes within each competency area and whether the provided coursework achieved them. This</p>

			<p>upon completion of the certificate. The portfolio will be reviewed by the student's academic advisor and the Gerontology Certificate Coordinator (GCC) using a standard program rubric.</p> <p>Indirect Measures: Annual evaluations from participating faculty and exit evaluations from students upon completion (or exit) of the certificate program.</p>	<p>assessment will also be used to evaluate any gaps in the curriculum.</p> <p>Faculty evaluations and student exit evaluations will be compiled by the GCC and reviewed annually to help inform program changes.</p>
2	<p>Relate psychological theories and science to understanding adaptation, stability and change in aging.</p>	<p>SWRK 5745; NURS 5750; PUBH 5930; HCE 6320; DISCIPLINE SPECIFIC PRACTICUM</p>	<p>Direct Measures: Due to the interdisciplinary nature of this certificate program, students and their advisors will link the chosen course assignments (papers, projects, exams, etc) to demonstrate students' achievement of this learning outcome. Demonstration of this will be pulled from the following courses along with the students' practicum course: SWRK 5745; NURS 5750; PUBH 5930; HCE 6320. These assignments will be culled into a portfolio which will be submitted upon completion of the certificate. The portfolio will be reviewed by the student's academic advisor and the GCC using a standard program rubric.</p> <p>Indirect Measures: Annual evaluations from participating faculty and exit evaluations from students upon completion (or exit) of the certificate program.</p>	<p><i>See above</i></p>
3	<p>Identify comprehensive and meaningful concepts, definitions</p>	<p>SWRK 5745; NURS 5750; PUBH 5930; HCE 6320; DISCIPLINE SPECIFIC</p>	<p>Direct Measures: Due to the interdisciplinary nature of this</p>	<p><i>See above</i></p>

	and measures for well-being of older adults and their families.	PRACTICUM	<p>certificate program, students and their advisors will link the chosen course assignments (papers, projects, exams, etc) to demonstrate students' achievement of this learning outcome.</p> <p>Demonstration of this will be pulled from the following courses along with the students' practicum course: SWRK 5745; NURS 5750; PUBH 5930; HCE 6320. These assignments will be culled into a portfolio which will be submitted upon completion of the certificate. The portfolio will be assessed by the student's academic advisor and the GCC, using a standard program rubric.</p> <p>Indirect Measures: Annual evaluations from participating faculty and exit evaluations from students upon completion (or exit) of the certificate program.</p>	
4	Engage, through effective communication with older persons, their families and the community, in personal and public issues in aging.	SWRK 5786; HCE 6320; LAW 8040; CMM Independent Study; Discipline Specific Practicum	<p>Direct Measures:</p> <p>Demonstration of this objective will be pulled from a student's practicum course and included in the student's portfolio. Papers, projects, exams from the following courses may also be chosen to demonstrate students' achievement of this learning outcome: HCE 6320; NURS 5750; LAW 8040; SWRK 5786; CMM Independent Study. These assignments will be culled into a portfolio which will be submitted upon completion of the certificate. The portfolio will be assessed by the student's</p>	Assessment results for learning outcome 4 (covering interactional competencies) will be the focus of analysis in year 3 of the certificate program. See above for additional comments.

			<p>academic advisor and the GCC, using a standard program rubric.</p> <p>Indirect Measures: Annual evaluations from participating faculty and exit evaluations from students upon completion (or exit) of the certificate program.</p>	
5	Employ knowledge of older persons' strengths and adaptations to maximize well-being, health and mental health	SWRK 5786; SWRK 5758; LAW 8005; HMP 5000; HMP 5300; DIET 5220; Discipline Specific Practicum	<p>Direct Measures: Demonstration of this objective will be pulled from a student's practicum course and included in the student's portfolio. Papers, projects, exams from the following courses may also be chosen to demonstrate students' achievement of this learning outcome: HMP 5000; HMP 5300; SWRK 5745; SWRK 5758; DIET 5220; SWRK 5786; LAW 8005</p> <p>Indirect Measures: Annual evaluations from participating faculty and exit evaluations from students upon completion (or exit) of the certificate program.</p>	Assessment results for learning outcome 5 (covering contextual competencies) will be the focus of analysis in year 4 of the certificate program. See above for additional comments.

* In addition to SLU courses across each competency area and per existing interuniversity agreements with local universities, students may seek to take a gerontology-related course from University of Missouri-Saint Louis and Washington University. This requires prior approval from the student's advisor. Assessment data can be collected and included in the student's portfolio for evaluation of the above learning outcomes.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Additional goals include:

- 75% retention rate
- Increase student enrollment across the first 5 years of the program.

Our annual assessment will include progress towards meeting the above retention and enrollment goals in addition to assessment of our program learning outcomes. Assessment of learning outcomes will be on a rotating basis. Years 1 and 2, assessment will focus on learning outcomes 1-3, or the foundation competencies (AGHE Competencies Category 1; Appendix C). In year 3, assessment will focus on learning outcome 4, or the

interactional competency, and in year 4, assessment will focus on learning outcome 5, or the contextual competency. These competencies will be evaluated by reviewing students' portfolios against a standard program rubric.

Additionally, exit surveys will be given to students who are not retained within the program, in addition to students who complete the certificate program.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The initial assessment plan was developed by the Gerontology Certificate Coordinator, Dr. Cara Wallace, along with the assistance of SLU's Gerontology Education Center Co-Director, Dr. Marla Berg-Weger. The assessment plan will be discussed with all Gerontology Certificate program faculty affiliates in a meeting during the Fall 2018 semester.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

The assessment plan will be revisited yearly following the first 3 years of the program (Fall 2018, 2019, 2020), then every 3 years following the assessment cycle of all 5 learning outcomes (Fall 2023, 2026, etc).

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Gerontology Certificate Portfolio Rubric – Aggregate data

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

INTERPROFESSIONAL GERONTOLOGY CERTIFICATE PROGRAM

EXIT SURVEY

Name (optional):

Discipline (optional):

Courses taken to fulfill Certificate:

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

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

	not at all	to a small extent	somewhat	to a great extent	significantly
Identify conceptual domains explored in Humanities and Arts, as essential to understanding the experience of old age: time, perspective, vitality, meaning, relationship, attention.					
Integrate humanities and arts-based understanding of aging into gerontological practice and policy.					
Acknowledge and promote unique contributions older adults can make to the social environment.					
Integrate humanistic and artistic understanding with other ways of understanding human aging: biological, sociological, and psychological.					
Establish rapport and sustain working relationships with older persons, their families and caregivers.					
Listen and actively engage in problem solving to develop research, programs, and policies with key stakeholders including: older persons, their families, caregivers, communities, researchers, policymakers.					
Advocate for and develop effective programs to promote the well-being of older persons.					
Demonstrate effective means to overcome challenges to communicating effectively with persons as they age including: sensory deficits; disabilities; medical conditions.					
Apply and teach caregivers communication techniques to research and practice for elders with dementia.					
Use tools and technology to improve and enhance communication with and on behalf of older persons, their families, caregivers, and communities.					
Consider heterogeneity in addressing communication styles and promoting the preferences of older persons including: cultural; racial ethnic; cohort; SES; health literacy; sexual preference; immigration status; geographical location.					
Analyze how older individuals are portrayed in public media and advocate for more accurate depictions of the diverse older population using research based publications and multi-media dissemination methods.					
Develop and disseminate educational materials to increase accurate information regarding older persons and older person services.					

	not at all	to a small extent	somewhat	to a great extent	significantly
Inform the public of the spectrum of aging services that provide older persons with: preventative, treatment, supportive persons.					
Build relationships that are respectful, confidential and engage positive change.					
Screen and provide referrals to evidence-based programs and interventions (health promotion, disease prevention, assessment, and treatment programs).					
Counsel older persons about healthcare and social program benefits (Medicare, Medicaid, Veterans Services, Social Security, Older Americans Act, Adult Protective Services).					
Provide care coordination services for persons with: complex health and mental health problems; geriatric syndromes.					
Facilitate optimal person-environment interactions (assist in change in lived environment).					
Assist caregivers to identify, access and utilize resources that support responsibilities and reduce caregiver burden: assistive devices; technology; professional services; support groups & programs.					
Facilitate end-of-life planning, including: advance care planning, palliative care, and hospice.					

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

Additional Comments: