

Consortium for Social Work Training in Aging
Program Evaluation
2001-2002

Center for the Advanced Study of Aging Services
University of California at Berkeley

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ACADEMIC PROGRAMS

Each academic program – at UC Berkeley, San Francisco State University, and San Jose State University - completed an evaluation questionnaire intended to help assess the experience of each university as a participant in the Consortium for Social Work Training in Aging for the 2001-2002 academic year. Academic programs were asked to report on the impact of their participation in the Consortium, students' interest in aging, and recommendations for improvement.

Impact of Participation in the Consortium for Social Work Training in Aging

Academic Curriculum

Academic sites reported the number of aging-related courses being taught by Schools/Departments of Social Work slightly decreased from the previous year, from 7 classes taught to 6 classes.

One of the three universities reported a secondary benefit in participating in the Consortium during the 2001-2002 academic year. They identified that participating in the Consortium and having students receive stipends raised the awareness of the aging field among students and faculty. In addition, it stressed the need of marketing gerontology as a formal part of their School of Social Work.

Student Interest in Aging

Academic programs reported a significant increase of MSW students specializing in gerontology. During the 2000-2001 academic year there were 28 MSW students specializing in gerontology compared to 41 MSW students for the 2001-2002 academic year. However, academic programs reported a decrease in the overall number of students enrolled in aging-related classes from the previous year. During the 2000-2001 academic year there were 70 MSW students enrolled in aging-related classes compared to 48 MSW students in the 2001-2002 academic year.

All universities reported that participation in the Consortium impacted student interest in aging-related courses during the 2001-2002 academic year. The total number of students placed at county Departments of Adult and Aging Services was 12. There was a noticeable increase of first-year students being placed. During the 2000-2001 academic year there were three first-year students and 11 second-year students placed. For the academic year of 2001-2002 there were 6 first-year and 6 second-year students placed at county Departments of Adult and Aging Services. The number of students placed in other settings which primarily served the elderly significantly increased from 33 students the previous year to 44 students for the 2001-2002 academic year.

- Students who had participated in the Consortium took more aging courses.
- Consortium students lobbied heavily for more aging practice classes.
- An increase in requests for information regarding Consortium training.

All universities reported that their participation in the Consortium has increased students' interest in pursuing careers in aging. In 2001, 6 graduating MSW students accepted employment within a county Department of Adult and Aging Services. In 2002, this increased to 8 graduates who accepted employment within a county Department of Adult and Aging Services. The number of graduates employed in other settings which primarily served the elderly increased from 6 graduates in 2001 to 11 graduates in 2002.

One of the three academic programs reported that participation in the Consortium has impacted students' interest in aging field placements.

Recommendation for Improvement

There were no recommendations for improvement for this academic year.

PRACTICUM SITES

Five of the 6 practicum sites in the Consortium for Social Work Training in Aging participated in the 2001-2002 academic year: Alameda, Contra Costa, San Francisco, San Mateo, and Santa Clara County. Each practicum site completed an evaluation questionnaire intended to assess the impact of their participation in the Consortium, as well as their satisfaction with participation.

Impact of Participation in the Consortium for Social Work Training in Aging

Programs and Services

Four of the five participating counties reported that participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year had an impact on the programs and services offered by their department.

- Participating in the Consortium had a "very positive impact" on their Department of Adult and Aging Services. New employees were able to participate in the student orientation/rotations and establish effective working relationships with community-based agencies and programs. In addition, three existing staff members within the department who are pursuing MSW degrees part-time made a request to complete their second-year internship with the Consortium.
- After the student orientation, interns were able to "share" worker caseloads, which contributed to an increased sense of enthusiasm and enhanced sense of pride among department staff.
- The response time from intake to the client being seen by an Adult Protective Services social worker has been decreased.
- Participating in the Consortium and having interns infused their department with new research, methods, and perspectives on social work.

Department Staff

All counties reported that participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year had an impact on staff in their departments.

- Existing staff are envious and want to participate in the specialized training and the orientation/rotations that the interns were given. In addition, as previously stated, the Consortium project served as an incentive for three staff members who are pursuing MSW degrees part-time to request that the department consider them for a Consortium placement.
- Intern brought enthusiasm and energy to department staff.
- Participation in the Consortium increased focus and enthusiasm for aging and the field of social work among staff.
- Department staff appreciated the enthusiasm of the interns and the small decrease of caseloads.

- Department staff appeared to be energized by sharing knowledge and skills with the interns.

Student Training

Four of the five counties reported that participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year had an impact on their department's interest in student training.

- Increased staff interested in becoming field instructors.
- Enhanced commitment to fostering an educational environment for social work in aging and elder abuse issues.
- Increased staff enthusiasm about having interns in the department.
- Will continue accept interns as long as the agency and department have the means to do so.

Capacity for Training Staff and/or Students

Three of the five counties reported that participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year had an impact on their department's capacity for training staff and/or students.

- Plans to implement the student orientation/rotations for new employees, should funding become stable.
- Plans to implement a structured rotation and training for new county employees and interns.
- Plans to further structure student rotations.

The remaining counties reported that participation in the Consortium during the 2001-2002 academic year did not have an impact on their department's capacity for training staff and/or students largely because of workload demands and budget constraints.

Interest in Hiring Masters-Level Social Workers

Two of the five counties reported that participation in the Consortium during the 2001-2002 academic year had an impact on their department's interest in hiring masters-level social workers.

- The Consortium reinforced the importance of having professionally trained MSW social workers with training and education in the field of gerontology.
- Hiring masters-level social workers is always preferred.

The remaining counties reported that they already are committed to hiring MSWs or have a policy in place to hire only MSWs.

Employed Masters-Level Social Workers

Counties were asked to identify how many MSW graduates from the University of California at Berkeley (UCB), San Francisco State University (SFSU), and San Jose State

University (SJSU) have been hired by their Department of Adult and Aging Services during the last year. Counties reported that four Consortium students have been hired.

Inter-County Interaction and Involvement

Four of the five counties reported that participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year impacted their department's interaction or involvement with other counties.

- Participating with the Consortium has greatly enhanced the working relationship and collaborative efforts with other county Departments of Adult and Aging Services.
- Valued the chance to network with other counties at the Consortium meetings.
- Consortium meetings fostered networking, problem solving, and the sharing of information.
- Training coordinator and field instructors have had opportunities to interact, share ideas, and network with other county's APS social workers and Consortium interns from other counties.

Additional Impact

Other ways in which participation in the Consortium has impacted county departments are as follows: (1) infused their department with good energy and a desire to mentor more students into the field of aging and the profession of social work. (2) Staff enjoyed being role models and bringing out the best in students. (3) Workforce was enriched by the opportunity to hire social workers who are specially trained in gerontology.

Several county representatives also reported being impacted personally by their participation in the Consortium. One county representative stated, "it has given me great personal satisfaction knowing that I am giving back to my profession ... this involvement has also contributed to my personal growth, continued learning, and provided me a greater appreciation for the importance of serving this population. I am extremely proud to have been able to make a small contribution to this effort." Additional comments included, "I am very excited about training new social workers in the field of aging. It keeps me motivated and challenged." "This project brings the best out in everyone involved."

Satisfaction with Consortium for Social Work Training in Aging

Student Numbers

Practicum sites were asked whether or not the number of social work interns placed in their departments during the 2001-2002 academic year was too few, about right, or too many. Four of the five counties reported that the number of interns was "about right," with one county reporting that they had "too few" interns.

Student Preparation

When asked if the social work interns had adequate preparation for work in the county department, all counties reported that they did. However, one county reported that they

would like students to have more academic work or volunteer experience in the field of aging. Counties were asked to specify ways in which the three academic programs could better prepare students for work in county Departments of Adult and Aging Services. All counties reported the academic programs are preparing students adequately. There were no suggestions for improvement.

Satisfaction with Consortium Staff

Counties were also asked to indicate ways in which the Consortium staff could be more helpful to their department. No suggestions were given.

Other comments about Consortium staff were: "The staff is great! They are well-organized and are responsive to questions." "We have found the staff to be responsive to our needs and requests for information."

Overall Satisfaction

Counties were asked to report overall satisfaction with participation in the Consortium for Social Work Training in Aging during the 2001-2002 academic year, using a Likert-type scale of extremely satisfied, very satisfied, somewhat satisfied, and not at all satisfied. All Practicum sites reported being "extremely satisfied."

Recommendations for Improvement

There were no suggestions for improvement for this academic year.

FIELDWORK INSTRUCTORS

Eight out of 11 field instructors completed a survey to evaluate several aspects of their experience with the Consortium training model including the orientation/rotations, as well as the information, resources, and support provided through the Consortium.

Table 2 shows field instructors' responses to questions regarding students' rotations through secondary program areas during the fall semester. Overall, they agreed that rotations provided a useful orientation to a range of services and programs, and were essential to students' ability to perform effectively. However, there was less agreement about the length of rotations and whether they were better scheduled in the beginning of the internship or spread throughout the year. Scheduling of rotations did appear to affect the way in which field instructors organized student assignments, necessitating some alteration of their teaching. Four of the 8 instructors agreed that students did not have adequate time to develop practice skills due to rotations.

Field Instructor Feedback

Field instructors were asked to comment on the following aspects of the rotations:

Comments on the "most useful aspects" of the orientation/rotations included:

- Students were able to access county services more appropriately.
- Students were exposed to a myriad of programs and services, increasing their knowledge of county services as well as community-based organizations
- Students received in-depth knowledge and experience in other programs that serve the elderly.

Comments on the "disadvantages" of having students participate in orientations/rotations" included:

- Rotations were too long.
- Not all program rotations were well coordinated.
- Time spent in rotations created a delay in introducing specific program assignment, thereby reducing time available for actual practice within the program.
- Intermittent rotation schedules interrupted the flow of casework assignment and learning.

Table 1: Field Instructors Satisfaction with Rotations

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
The orientation provided through the program rotations was essential to my student's ability to perform effectively.			1	4	1
Overall, the period of orientation/rotations was too long, and could have been shortened without significantly affecting the student's understanding of the department.		2	2	1	1
The orientation/rotations are best scheduled in the beginning of the internship.		1	2	1	3
The orientation/rotation schedules in the program areas were well coordinated.		2	1	4	
The orientation/rotations provided students with a useful orientation to a range of programs and services.			1	4	1
Overall, the period of orientation/rotations was about right in length for providing a sufficient understanding of the department's operations.	1	1	2	2	
The orientation/rotations could be spread out throughout the year without significantly affecting the student's ability to perform effectively.	1	2	1	1	1
Students had adequate time to develop practice skills, even though they spent significant time completing the orientation/rotations in the fall.		4	1	1	
Because of the time students spent in the orientation/rotations, I had to alter the way I organized their assignments.		2	1	4	
I would encourage other MSW staff to become field instructors.				4	3

Fieldwork instructors' suggestions for redesigning the orientation/rotations included:

- Shorten the rotations.
- Department supervisors should assign students to a social worker in advance for home visits.
- Coordinate the rotations better.
- Spread the rotations throughout the entire year rather than in the fall semester only.

Additional Feedback

Only two fieldwork instructors reported being involved in designing students' orientation/rotations. In addition, two other fieldwork instructors indicated that they would like to be involved in designing the orientation/rotations for the upcoming year.

Suggestions for additional training resources included information on how to address absences and poor work performance, as well as how to evaluate student progress.

Six of the 8 respondents reported adequate administrative support from their department. All fieldwork instructors reported that students' schools provided needed support for them and their students.

Several fieldwork instructors provided the following comments about their experience as a Field Instructor.

- It was beneficial to meet with the field liaisons from the schools throughout the year.
- The faculty liaisons made sure they were available if field instructors needed guidance.
- Given workload and budget cuts, being a fieldwork instructor will be a low priority.

STUDENTS

Twelve students completed the Consortium training in the 2001-2002 academic year. Students were evenly balanced with (6) females and (6) males; the mean age was 31 years, and the ethnic/racial composition was diverse with 6 Caucasians, three Asian/Pacific Islanders, and one student from each of the following: African-American, Hispanic/Latino, and Native American Indian. Five students were from San Jose State University, four from the University of California at Berkeley, and three from San Francisco State University. Background information provided by students indicated that 7 out of 12 students had taken courses on aging prior to the project, 11 had previously worked with the elderly either through paid work or volunteering, and 7 indicated a current specialization in gerontology within social work/social welfare.

Pre-Test and Post-Test Results

As part of their participation in the training project, students were asked to complete pre-project and post-project questionnaires to assess their opinions regarding social work with the elderly, knowledge of aging, and aging programs. (NOTE: Only 11 students completed the pre-test.)

Motivation for Participating in Consortium Training

On the pre-test students were asked to rank the factors that were most important in their decision to participate in the Consortium, using a Likert-type scale of very unimportant, unimportant, neither, important, and very important. The majority of students indicated that their motivation for participating in the Consortium is to enhance their ability to serve disadvantaged elders and improve the lives of older adults. Six students agreed with the statement that receiving a stipend was important or very important as a factor for their participation. Results are shown in Table 3.

Opinions/Interest in Gerontological Social Work

In regards to career interests, 7 out of 11 students strongly agreed with the statement on the pre-test that "upon graduation, it is very likely that I will take a job working with, or on behalf of, older adults." On the post-test, students remained consistent with their initial responses. In addition, there was a significant decrease for students interested in pursuing doctoral studies. On the pre-test four students agreed or strongly agreed with the statement "within five-years after graduation, it is very likely that I will pursue doctoral study;" on the post-test only two students agreed or strongly agreed with this statement. See Table 4 for results.

Table 2: Motivation for Participation

	Very unimportant	Unimportant	Neither	Important	Very important
To prepare for a job in the aging field.			1	5	5
To increase future job possibilities in public social services.	1			7	3
To better understand aging family members.		2		5	4
To enhance my ability to serve disadvantaged elders	1			1	9
To receive a stipend.		1	4	4	2
To enhance my ability to improve the lives of elderly persons.	1			1	9
The opportunity for self-expression and personal growth.		1	1	4	5

Table 3: Career Interests

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Upon graduation, it is very likely that I will take a job working with, or on behalf of, older adults.	Pre-Test			1	3	7
	Post-Test			1	3	8
Upon graduation, it is very likely that I will take a job in public social services.	Pre-Test			1	5	5
	Post-Test			2	5	5
It is very likely that my career will primarily involve working with or on behalf of older adults.	Pre-Test			1	3	7
	Post-Test			1	6	5
Within 5 years after graduation, it is very likely that I will pursue doctoral study.	Pre-Test		2	5	4	
	Post-Test		2	8	1	1

In both the pre-test and post-test, students were asked where they expected to be employed 2 to 6 years from now. Table 5 shows that by the time they finished the training program substantially greater numbers of students expected to be working in a social services agency, public social services, adult day centers, or senior centers within two years of graduation. Fewer students expected to be working in corporate elder care programs.

Table 4: Students' Expected Work Settings

Setting	Pre-Test		Post-Test	
	2 years	6 years	2 years	6 years
Social Services Agency	5	2	10	2
Gov't/public social services	4	3	8	2
Area Agency on Aging	4	4	3	5
Care/case management	4		5	
Public policy/advocacy	3	1	3	2
Community development	3	1	2	1
Private practice	2	1	3	1
Hospital	2	1	3	2
Adult day care	1	5	4	5
Long-term care	1	1	2	
Hospice	1	1	1	2
Housing/assisted living	1	1	1	4
Mental Health	1		3	
Medical clinic or office	1		1	
Corporate elder care program		4	1	
Educational institution		2		1
Home health care		1		1
Senior center		1	4	1

Knowledge of Aging

In an effort to evaluate students' knowledge of aging, students completed three measures: (1) Palmore's Facts on Aging Quiz (a 25-item multiple choice questionnaire related to knowledge of aging); (2) define 8 aging program acronyms; and, (3) match 8 aging program names with their descriptions.

The Palmore Quiz was scored with one point given for every right answer and zero points for each wrong answer or “don't know” response. In the pre-test, 7 of the 11 students answered 12 or more of the 25 questions correctly, with a mean score of 13. In the post-test, scores improved, with 9 of the 12 students answering 12 or more questions correctly, with a mean score of 15. In defining eight aging acronyms, such as APS (Adult Protective Services) and HICAP (Health Insurance Counseling and Advocacy Program), an average of three correct responses were given in the pre-test. This increased to an average of five correct responses for the post-test. Knowledge of aging acronyms varied widely. While all students correctly identified APS as Adult Protective Services in both the pre-test and post-test, no student correctly defined PCSP as Personal Care Service

Program in the pre-test and only three defined it correctly in the post-test. For 7 of the 8 acronyms, there was an increase in correct definitions from the pre-test to the post-test. The most improvement was seen in defining MSSP (Multipurpose Senior Services Program), AAA (Area Agency on Aging), and MMSE (Mini-Mental Status Exam).

Students were also asked to match 8 program names and descriptions. For the pre-test, an average of five correct responses were given, while in the post-test, an average of 6 correct responses were given. For 6 of the 8 matching questions, there was an increase in the number of correct responses from the pre-test to the post-test. The greatest improvement was seen in students' matching of definitions for MSSP and Linkages. For example, 10 out of 12 students in the pre-test and all 12 students in the post-test, were able to correctly identify the program description for the Brown Bag Network. However, only four out of 12 students in the pre-test correctly matched Multipurpose Senior Services Program (MSSP) with the program description, while 10 students correctly matched it on the post-test.

STUDENT FEEDBACK

Students were surveyed at several points during the year about their training experiences, including client work, program rotations, and curriculum support.

Client Work

Table 6 shows the variety of client groups that students were exposed to or worked with as part of their internship. All students reported working with abused or neglected elderly, low-income elderly, cognitively impaired elderly, physically impaired elderly, mentally ill elders, older adults from minority racial and/or ethnic communities, and families of older clients. Ten of the 12 students indicated working with well older adults.

Table 5: Client Groups

	Number of Students
Abused or neglected elderly	12
Low-income elderly	12
Cognitively impaired elderly	12
Physically impaired elderly	12
Mentally ill elderly	12
Older adults from minority racial and/or ethnic communities	12
Families of older clients	12
Well older adults	10
Other Immigrants (1)	1

Knowledge of Program Areas

In order to assess whether the fall semester rotations had provided sufficient information about program areas, students were asked if they had received enough information to make appropriate referrals to area programs. As shown in Table 7, all students reported having adequate knowledge about Adult Protective Services, Public Guardian, and In-Home Supportive Services. In addition, the majority also reported having enough knowledge regarding other program areas. However, several students indicated that more information might be needed concerning LPS Conservatorship, Multipurpose Senior Service Program, Linkages, Area Agency on Aging, and Veterans Affairs.

Table 6: Knowledge of Programs

	ENOUGH INFO	NOT SURE	NOT ENOUGH
Adult Protective Services	11		
Public Guardian	11		
LPS Conservatorship	8	3	
Multipurpose Senior Service Program	9	2	
Linkages	8	3	
Area Agency on Aging	8	2	
In-Home Supportive Services	11		
Veterans Affairs	7	3	1

Students' Satisfaction with Training

Students were asked to indicate their level of agreement or disagreement with a series of statements addressing their satisfaction with aspects of the training program. The results are summarized below in Tables 8, 9, and 10. (NOTE: Questions in Table 8 were developed by the national evaluation committee for all of the Hartford grants; the Consortium for Social Work Training in Aging developed questions in Tables 9 and 10.

Table 8 shows that all 12 students reported that they achieved their personal goals of learning to work with older persons and their families in the field practicum, and that having several different instructors in field practicum enhanced their learning. All students reported feeling more confident working as part of an interdisciplinary team as a result of this training experience, and would recommend this training program to other students interested in gerontology.

Table 7: Student Satisfaction (National Survey)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My personal goals in learning to work with older persons and their families were achieved in my field practicum.	5	7			
I feel that my participation in rotations was worthwhile.	4	6		1	
The rotations enabled me to learn about the range of services for older persons.	5	5		1	
Having experience in more than one field agency or department/program was useful in learning about diverse populations of older persons.	4	5	2		
Having the opportunity to learn from several different instructors in my field practicum enhanced my learning.	6	6			
As a result of my participation in the Consortium for Social Work Training in Aging I am more confident in working as a part of an interdisciplinary team.	7	5			
I would recommend the Consortium for Social Work Training in Aging to other students in gerontology.	11	1			

As highlighted in Table 9 all students reported that their field instructor was supportive, knowledgeable, available for consultation, the internship site provided the resources necessary to perform assignments, the overall learning environment was welcoming and positive, and that project staff was responsive and genuinely interested in student’s training. All students also reported feeling more confident working with older adults as a result of the training. At the end of the year, five students agreed with the statement, “The stipend was a primary factor in selecting this internship.”

Table 8: Student Satisfaction (Consortium Survey)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My field instructor was supportive, knowledgeable, and available for consultations.	10	2			
The overall learning environment at my internship site was welcoming and positive.	10	2			
The student seminars overall were helpful to my internship.	10	2			
As a result of this training experience, I feel more confident working with older adults.	10	2			
I would recommend this internship to other students.	10	2			
The stipend was a primary factor in selecting this internship.	1	4	1	5	1
I received adequate support from my school's faculty liaison.	8	3		1	
The project staff was responsive and genuinely interested in my training.	8	4			
My internship site provided me with the resources I needed to perform my assignments (e.g., adequate space, access to computer and telephone, etc.).	10	2			

Feedback about Program Rotations

In order to further assess satisfaction with the rotation model, students were asked to indicate their level of agreement or disagreement with a series of statements as highlighted in Table 10. The majority of students' responses indicated that orientation/rotations provided a useful introduction to the range of programs and services the counties provide and that the rotations are best scheduled in the beginning of the internships. In addition, the orientation/rotation schedules were well coordinated, and staff providing the orientation was welcoming and prepared. However, there was strong consensus that the scheduling of the rotations still needed to be adjusted in favor of spending more time in the primary program area before beginning rotations in other programs. Seven of the 12 students indicated that the orientation was essential to their ability to perform effective casework, although responses were mixed regarding whether or not there was adequate time to develop practice skills.

Table 9: Student Rotation Satisfaction (Consortium Survey)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The orientation provided through the program rotations was essential to my ability to perform effective casework.	5	3	3	1	
Overall, the 6- to 8-week period of orientation/rotations was too long, and could have been shortened without significantly affecting my understanding of the department.	2	1	4	4	1
The orientation/rotations are best scheduled in the beginning of the internship.	4	7		1	
The orientation/rotation schedules in the program areas were well coordinated.	3	7	1	1	
The orientation/rotations provided me with a useful orientation to a range of programs and services.	4	7	1		
Overall, the staff that provided the orientations in program areas was welcoming and prepared.	4	6		2	
Overall, the 6- to 8-week period of orientation/rotations was about right in length for providing a sufficient understanding of the department's operations.	5	2	1	4	
The orientation/rotations could be spread out throughout the year without significantly affecting my ability to perform effective casework.	1	3	2	3	3
I had adequate time to develop practice skills, even with the 6 to 8 weeks I spent completing the orientation/rotations.	3	5	2	1	1

Curriculum Support

Training Manuals

Three students reported they used the California Services Manual for locating resources and finding information on different programs and their eligibility criteria. Two found it to be very useful and one somewhat useful.

Student Seminars

As part of the Consortium for Social Work Training in Aging, five seminars were offered to students over the course of the training year. Topics were suggested by the Consortium and students and were designed to provide a basic foundation for working with older adults in the public sector. Topics included California's aging service system, the aging process, cognitive impairment and competency determination, mental health in the elderly, and preparation for job-hunting in public sector aging services.

All students recommended continuing the seminars in the next training year. In regard to the frequency of the seminars, 11 of the 12 students stated that the frequency was about right, while one student reported that the seminars should be more often. Four students commented that the seminars were helpful, informative, and well organized; three other students stated that the seminars were excellent or great; and another three students did not have any comments. When asked what other topics would be useful to present in the seminar format, responses included death and dying issues, working in violent environments, aging and mental illness, and working with aging ethnic groups.

Coursework

Seven of the 12 students took aging courses at their university during the training program. Three of these students found the course(s) very useful in their internship, and four found the course(s) somewhat useful. Courses included the aging process, mental health in the elderly, end of life issues, direct practice in aging, and aging policy. Four of the five students who did not take aging classes thought they would have been useful in their internship. The student who did not believe aging classes would have been useful to the internship stated s/he "prefers to read and inform myself independently of school." Several students made suggestions regarding material to be covered in aging courses, including clinical assessment of dementia and competence, working with elder clients, the systems involved in working with older adults, casework, and family therapy.

Overall Experience

Students were asked to provide additional comments on their overall fieldwork experiences. Nine of the 12 provided comments indicating a very positive experience. Comments included "excellent training," "thank you," "the seminars were great and I learned a lot." The other three students did not comment.