

Practica for Emerging Service Delivery Models for Changing Demographics: Aging

Council of Chairs of Training Councils

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Questions

- Why did you choose this session today?
- What were you hoping to gain?
- What has been your experiences with providing geropsychology training in your programs?
- What would be most helpful today?



Professional Geropsychology: Training to Work with Older Adults

➤ Changing Demographics

- Those over 65 years of age are the fastest growing segment of US population
- Increased diversity—ethnic, but also sex, sexual orientation, religious affiliation
- By 2030, projects suggest that over 15 million older adults will experience mental health and behavioral health difficulties



Professional Geropsychology: Training to Work with Older Adults

➤ Psychologists and Integrated Health Care

- 70% of psychologists currently provide some services to an older adult population
- Demand for those with expertise is growing; lacking in the number of those trained
- 50-70% of all primary care medical visits are related to psychological factors such as depression, anxiety, and stress
- Areas to be addressed by psychology: psychological disorder of depression/anxiety, pain management, end of life, capacity assessment, dementia, adjustment, caregiving, substance abuse



“...assist psychologists in evaluating their own readiness for working clinically with older adults and in seeking and using appropriate education and training to increase their knowledge, skills, and experience relevant to this area of practice”

GUIDELINES FOR PSYCHOLOGICAL PRACTICE WITH OLDER ADULTS (APA, 2004)



Guidelines for Psychological Practice with Older Adults (APA, 2004)

- Attitudes
- General Knowledge about Adult Development, Aging, and Older Adults
- Clinical Issues
- Assessment
- Intervention, Consultation, and Other Service Provision
- Education



Pikes Peak Model for Training in Professional Geropsychology (APA, 2009)

- Consistent with the movement toward competency-based education, training, and credentialing within professional psychology
- Influenced by outcomes of the 2002 Competencies Conference: Future Directions in Education and Credentialing in Professional Psychology
 - ❑ Cube Model
 - Considers the development of foundational and functional competencies across a psychologist's training career



Pikes Peak Model for Training in Professional Geropsychology (APA, 2009)

- Offered as an aspirational model for training programs and for individual psychologists and psychologists in training who may seek guidance in selecting programs or creating self-study programs on their own
- Specific training in geropsychology is not needed by all psychologists who see older adult clients
 - ❑ As issues become more complex and more specialized in their nature, the need for geropsychology competence increases



Key Elements of Training Program Pikes Peak Model

- Normal aging is taught as a basis for understanding abnormal aging experiences
- Bona fide professional geropsychologists using observational methods are employed as supervisors
- Includes facilitated experiences to gain self-awareness about one's responses to aging that vary by health status (e.g., frail as well as healthy aging), cultural and individual identities (e.g., wealthy or poor, rural or urban, ethnic identity, gender identity, sexual orientation, religious identity, disability status), and also diverse historical cohort experiences



Key Elements of Training Program Pikes Peak Model

- Experiential professional training with older adults is provided across a variety of settings (e.g., nursing homes, assisted living, primary care medical practice, hospitals, clients' homes)
- Interprofessional team training is an essential part of professional geropsychology
- The distinct ethical and legal issues and practice standards that are part of practice with older adults are included



Pikes Peak Model of Training

➤ Attitudes

➤ Knowledge

- General Knowledge About Adult Development, Aging, and the Older Adult Population
- Foundations of Clinical Practice With Older Adults
- Foundations of Assessment of Older Adults
- Foundations of Intervention, Consultation, and Other Service Provision

➤ Skills

- Professional Geropsychology Functioning (Foundational Competencies)
- Assessment
- Intervention
- Consultation and Training
- Delivery of Services in Different Settings



“As we focus on the aging process through a cultural lens, this changing racial and ethnic minority population will represent unique groups of individuals. As culture has affected their lifetime experiences, it will also affect their aging experiences”

(Jackson, Antonucci & Brown, 2004, p. 225).

THE INCLUSION OF CULTURAL COMPETENCE IN GEROPSYCHOLOGY (APA, 2009)



The Inclusion of Cultural Competence in Geropsychology (APA, 2009)

- Psychologists are encouraged to counter ageism in their professional and personal lives.
- Psychologists are encouraged to consider age as a critical component of cultural diversity and to appreciate the diversity within the aging population itself.
- Psychologists are encouraged to take into consideration both the individual aspects of diversity and the intersection of cultural identity within the aging population.
- Psychologists working with older persons from various ethnic and racial backgrounds should consider characteristics that can affect adjustment and well-being.



The Inclusion of Cultural Competence in Geropsychology (APA, 2009)

- Psychologists are encouraged to view culture and difference/diversity as a strength and to build upon the skills an older adult has developed over a lifetime of experience in coping and building support networks.
- Develop an ethnogeriatric curriculum for training in mental health and aging among diverse ethnic groups for psychologists, comparable to the set developed by Stanford Geriatric Education Center for nurses, social workers, occupational therapists, and other professions (<http://sgec.stanford.edu/resources/ethno.html>).



The Inclusion of Cultural Competence in Geropsychology (APA, 2009)

- Insure that aging is a vital component of the core diversity competency that is a required part of APA-approved graduate programs and internships in a matter that reflects the relevant issues of the life span.
- Develop a plan of action to increase the number of programs with geropsychology emphases at graduate, internship, and post doctoral levels. Require that multicultural aging be included as an integral component in these programs.
- Design and conduct a professional education campaign aimed at increasing widespread awareness and understanding that health beliefs, behaviors, and outcomes are affected by the intersections of elements of diversity.



The Inclusion of Cultural Competence in Geropsychology (APA, 2009)

- Educate the public about common mental disorders among older individuals to eliminate stigma and discrimination, and reduce barriers to access mental and behavioral health services utilizing culturally sensitive materials and dissemination vehicles.
- Psychologists in training and currently in practice should seek independent learning opportunities in multicultural geropsychology and avail themselves of opportunities for training at professional meetings and through continuing education programs.



Following his attendance at the 2005 White House Conference on Aging representing the American Psychological Association (APA) as its president, Levant (2008) highlighted several of the implementation strategies discussed that had the potential to directly impact the future of education in psychology. The most salient included national resolutions to “Attain adequate numbers of health care personnel in all professions who are skilled, culturally competent and specialized in geriatrics” and to “Support geriatric education and training for all health care professionals, paraprofessionals, health professional students and direct care workers” (Levant, 2008; p. 95).

INTEGRATION OF GEROPSYCHOLOGY

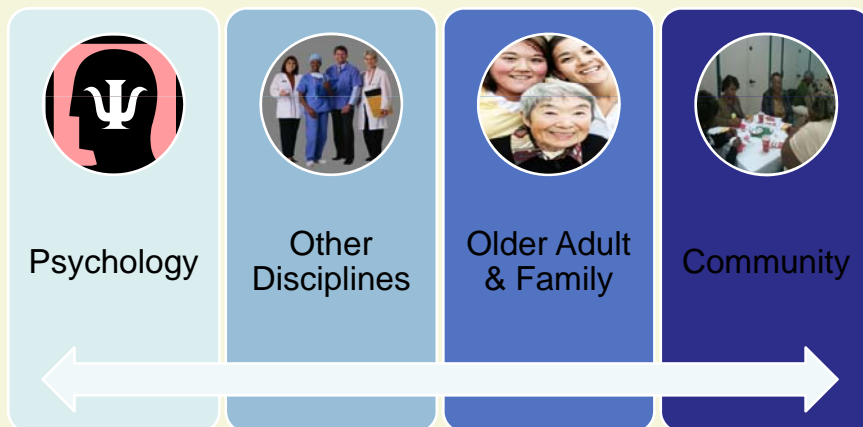


Integration of Geropsychology

- Specialized Program
- Components
 - Integration into other courses
 - Workshop
 - Semester Seminar
 - Focused course(s)
 - Practicum



Sharing Resources



Resources

- The Council of Professional Geropsychology Training Programs (CoPGTP) is a new organization of graduate, internship, postdoctoral, and post-licensure programs that provide geropsychology training consistent with the Pikes Peak Model for Training in Professional Geropsychology. <http://www.uccs.edu/~cpgtp/>
- APA Office on Aging is a coordination point for APA activities pertaining to aging and geropsychology (the field within psychology devoted to older adult issues). The Office on Aging also supports the work of the APA Committee on Aging. <http://www.apa.org/pi/aging/>



Resources

- The Graduate Psychology Education (GPE) Program is administered by the Bureau of Health Professions and is part of the U.S. Department of Health and Human Services, Health Resources and Services Administration. The GPE Program is the only federal program dedicated solely to psychology education and training. <http://www.ncspp.info/graded.pdf>



On-line Resources

- Administration of Aging Achieving cultural competency: A guidebook for providers of services to older Americans and their families. http://www.aoa.gov/prof/adddiv/cultural/adddiv_cult.asp
- Cultural Competence http://www.alz.org/Resources/Diversity/downloads/GEN_EDU-10steps.pdf
- Multicultural Outreach Manual http://www.alz.org/national/documents/GEN_OUT-MulticulturalManual.pdf
- American Psychological Association Task Force on Diversity Education Resources: Teaching and Learning about Aging (2008) <http://teachpsych.org/diversity/ptde/aging.php>



Resources

- American Society on Aging. (2002). Recognizing diversity in aging, moving toward cultural competence. *Generations*, 26(3).
- Jackson, J.S., Brown, E. and Antonucci, T.C., (2004). A cultural lens on biopsychosocial models of aging. In P. Costa & I. Siegler (Eds.) *Advances in Cell Aging and Gerontology* Vol. 15 (pp. 221-241). New York: Elsevier.
- Xakellis, G., Brangman, S. A., Ladson Hinton, W., Jones, V. Y., Masterman, D., Pan, C. X., Rivero, J., Wallhagen, M., & Yeo, G. (2004). Curricular framework: Core competencies in multicultural geriatric care. *Journal of the American Geriatric Society*, 52, 137-142.



QUESTIONS & FURTHER DISCUSSION

