

Maryland Regional Direct Services Collaborative

May 2021

School of Aging Services Demonstration

“Blue Print- A Planned Approach”

Demonstration Program Goal: Design and implement a “Community College School of Aging Services” to develop and test innovative approaches to integrative workforce training and set career pathways in the area of aging services.

Five Phased Program Plan

Phase I – Agree on Long Term Outcomes of the Demonstration

- Curricula and training tools are in place to address the changing health and human service needs of older adults –
- Established pathways in long term care services and gerontology are defined and facilitated in coordination with educational and health care organizations and institutions -
- Available programs in aging services are dynamic - planned and implemented in collaboration with public school systems, providers of health care services, public agencies and non-profit organizations -
- Innovation and new technologies characterize the development of the training and education of the aging services workforce -

Phase II – Set Project Organization and Staffing

- **Project Development Group** – responsible for the planning and development of the demonstration – e.g., 5-6 members representing key health/human services/workforce development faculty and college leadership – plans, reviews, and sets the project goals –
- **Advisory Committee** – Representative stakeholders to guide the demonstration,, e.g., health care providers, public school system/s; consumers; public agencies (workforce development); business organizations -
- **Project Staff** – Staff support facilitated and supported by the Collaborative to carry out the planning, data collection, analysis, reporting and those activities identified by the Project Development Group –

Phase III – Collect and Assess Relevant Data and Information

- **Environmental Scan** - Collect and assess available area wide demographic and workforce data and studies from secondary data sources including:
 - Characteristics of the older adult population -
 - Descriptive assessments covering the supply/demand of workers in long term and home care systems –
 - Training venues – types, locations and sponsorships -
- Conduct a review and inventory of extant Community College Health and Human Services program offerings focused on and affecting service support for older adults -
- Identify, document and describe working partnerships and related agreements between the Community College, public school systems, and other workforce training and education stakeholder organizations –

Phase IV – Construct the Aging Services Program

- **Program Design** - Guided by the agreed upon workforce outcomes, construct the school's program architecture as the Community College's aging services center piece - program elements are geared to accomplish its "aging services" outcomes –

Possible Building Blocks:

- **Establish AA Degree in Aging Services** – degree oriented to the older adult population – possible curriculum focused on gerontology and long term care management –
- **Introduction of an AA Degree – Aging Services Professional** – interdisciplinary training to work with older adults in diverse settings such as community, non-profit and adult care centers, etc. –
- **Broker Articulation Agreement** – create a seamless transfer process for students pursuing studies in gerontology and/or aging related studies – opportunities, e.g. with the Erickson School/UMBC; University of Maryland Global Campus -
- **Create New or Continue Current Certificate Programs, e.g.,**
 - **Certificate on Aging** – oriented to social workers, therapists, etc. – requires completion of required courses defined by the Maryland State Board of Social Work Examiners -
 - **Long Term Care Administrator's Certificate** – Designed for students with prior experience and training in preparation for Nursing Home Administrator's licensing –
 - **Certificate in Gerontology** – Credits hours, e.g., 36 – on line curriculum and courses that may include, e.g., Introduction to Human Services; Psychology of aging; social policy and ethics; volunteer administration -
 - **Gerontology Specialist** – individuals working with the older adult population- may consist of eight one-credit courses via on-line support –

- **Introduce New and/or Revitalize Current Apprenticeships** – program designated for frontline workers, e.g., CNAs, GNAs, home care workers with objectives to:
 - Create a defined career pathway in the long term care industry
 - Establish employer partnerships -
 - Build working agreement with area public school systems -
 - Partner with MDSE for technical/resource support, eg. Apprenticeship Maryland Career and Technical Ed Program

- **Promote Community Outreach and Education** –
 - Serve as an education centerpiece for advancing workforce training – plan and conduct continuing area wide forums to identify, present and discuss the factors impacting the workforce required to meet the needs of the older adult population -

- **Build an Integrated Aging Option into Current College Health and Human Services Programs-**
 - **Registered Nurse** – Core competencies – Professional behaviors/caring intervention/managing care -
 - **License Practical Nurse** – Patient care – medication mgmt. – update charts -
 - **Medicine Aide** – CNA trained – administers medications in medical facilities
 - **Phlebotomist** – Venipuncture and Other Lab Duties
 - **Medical Assistant** – Clinical Area – Front desk and Lab Duties –
 - **Certified Nursing Assistant** – Patient care services – daily activities
 - **Geriatric Nursing Assistant** – Patient care services geared to older adults

Phase V - Program Implementation

- **Define the Operating Plan to Put the Agreed Upon Program in Place:** Once the decision is made by the Community College to participate as a demonstration participant, the following action steps will be taken as the Collaborative seeks outside funding support:
 - **School placement** – Decision as to where the “School of Aging Services” best fits within Community College academic, administrative and program structure -
 - **Timeline and sequencing** – Estimated time needed to complete the four phase program-
 - **Staffing plan** –Preliminary projected number and quality of personnel required to plan and implement the demonstration -
 - **Budget** – Resources needed to cover project planning and developmental costs -

***This “Blueprint” Developed by the Collaborative for “Next Steps”
Discussions with Community Colleges***

