



INTERNATIONAL LONGEVITY CENTER-USA



**Innovative Programs
Serving Diverse Populations:
*The Community College
Caregiver Training Initiative***

MetLife Foundation

The Caregiving Project for Older Americans is an action-oriented collaboration that aims to improve the nation's caregiving workforce through training, the establishment of standards, and the creation of a career ladder. Bolstering support for family caregivers is another major goal of the project. A joint venture of the International Longevity Center-USA and the Schmieding Center for Senior Health and Education, the effort combines the talents of a policy research center with a clinical outpatient and health education program.

The Schmieding Center for Senior Health and Education of Northwest Arkansas provides older adults and their families with education, health care, information resources and other services for more positive aging. Education services include unique in-home caregiver training programs, public programs on positive aging, and professional programs to improve the geriatric expertise of health care professionals and students. Health care services include comprehensive clinical care and rehabilitation by an interdisciplinary team of geriatric professionals. The Schmieding Center is a partnership of the University of Arkansas for Medical Sciences Donald W. Reynolds Institute on Aging, the Area Health Education Center-Northwest, and Northwest Health System.

The International Longevity Center-USA is a not-for-profit, nonpartisan research, education, and policy organization whose mission is to help individuals and societies address longevity and population aging in positive and productive ways, and to highlight older peoples' productivity and contributions to their families and society as a whole. The organization is part of a multinational research and education consortium, which includes centers in the United States, Japan, Great Britain, France, the Dominican Republic, India, South Africa, Argentina, the Netherlands and Israel. These centers work both autonomously and collaboratively to study how greater life expectancy and increased proportions of older people impact nations around the world.

MetLife Foundation was established in 1976 by MetLife to carry on its longstanding tradition of corporate contributions and community involvement. In the area of aging, the Foundation funds programs that promote healthy aging and address issues of care giving, intergenerational activities, mental fitness, and volunteerism. More information about the Foundation is available at www.metlife.org.

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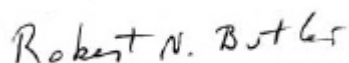


A Message from Dr. Robert N. Butler

It is a pleasure to present this report about the important and exciting Community College Caregiver Training Initiative, made possible through the generosity and vision of MetLife Foundation. MetLife Foundation shares our strong interest at the International Longevity Center and the Caregiving Project for Older Americans to do something both about the critical need for well-trained in-home caregivers of older adults, and about the heavy burden that family members often face in providing care.

Turnover among homecare workers is alarmingly high, due to difficult working conditions, low pay, few benefits and little opportunity for career advancement. The significance of our Community College Caregiver Training Initiative is reinforced by the recommendation by the Institute of Medicine in its 2008 report, *Retooling for an Aging America*, for improved education and training and support for professional caregivers. Also on target is the call by the National Alliance for Caregiving, Family Caregiver Alliance and others for greater support for family caregivers, such as through better access to information and resources, or through interaction with paid caregivers who have been educated about their needs.

As the accomplishments of the 24 participating schools over the first two years of our initiative shows, community colleges offer great potential for training paid in-home caregivers and for addressing the needs of family caregivers. Our goal was to encourage both innovation in training and responsiveness to local needs and resources. Specific requirements under the program were few. As a result, a wide variety of programs has been adopted. They represent a wide choice of models that I think other community colleges throughout the country would be wise to consider.



Robert N. Butler, M.D.

President and CEO, International Longevity Center-USA

Introduction

For the past two years, the International Longevity Center with support from MetLife Foundation has actively promoted development of caregiver training programs at community colleges across the country. This has been accomplished through the Community College Caregiver Training Initiative, managed by the International Longevity Center (ILC) as part of the Caregiving Project for Older Americans, a joint collaboration with the Schmieding Center for Senior Health and Education.

The purpose of the initiative is to encourage the expansion of caregiver training programs for both family caregivers and in-home care workers among community colleges. The large number of high-quality applications that have been submitted in both 2007 and 2008 underscores the potential that community colleges have in providing caregiver training. The 24 winning community colleges to date, 12 from each year of the initiative, serve a diverse group of students in both rural and urban communities. The 24 schools offer a wide variety of content, hours and methods of training, and plans for sustainability.

This initiative was established in the context of a growing caregiving crisis in the United States, which only has been exacerbated by today's dire economic environment. More than ever, people who need quality care in their homes face difficulty finding it, and families who often provide care face greater challenges in balancing work and home responsibilities.

It is our hope that the promotion of skill development, advancement of the quality of care, and increased career opportunities brought about by our initiative will help mitigate the caregiving crisis and empower family caregivers and in-home care professionals alike. The importance, purpose and design of the Community College Caregiver

Training Initiative (CTI) are reviewed in this report. Profiles of the 24 community colleges participating in the initiative are provided, including descriptions of the types of programs offered, populations served, innovative practices, and the role of strategic partnerships.

The Caregiving Crisis and the Importance of Caregiver Training

The growing number of people who need care is unprecedented. With increasing life expectancies, increasing numbers of people are reaching advanced age. This fact, in the absence of declining morbidity and disease, means that “more people will spend longer proportions of their lives afflicted with chronic diseases.”¹ The number of people in need of long-term care is expected to nearly double in the coming decades. By 2050, 27 million people will seek *paid* caregiving services.²

That number excludes the millions of people who will be cared for exclusively by unpaid family and friends. In the future as today, when 80 percent of in-home care recipients do not or cannot pay for help, family caregivers will continue to serve as the backbone of long-term care in this country; however, in the future there will be fewer family caregivers available to provide this care due to demographic and social trends: smaller families, increasing numbers of women in the workforce, and family members more geographically dispersed.³

In addition to a shrinking pool of available family caregivers, the caregiving industry is experiencing a severe and worsening shortage of paid caregivers.⁴ This is an especially acute problem among workers in homecare as opposed to institutional care—which is especially troubling since the vast majority of people who need long-term care prefer home-based services to nursing homes and other institutional settings. Low wages, few fringe benefits, unpleasant working conditions, low job satisfaction and the emotional and physical burdens of the job all contribute to the critical shortage of paid caregivers in the United States.⁵

¹ Moody (2006), p53.

² U.S. Dept. of Health and Human Services and U.S. Dept. of Labor (2003).

³ Caregiving Project for Older Americans (2006).

⁴ Caregiving Project for Older Americans (2006).

⁵ Stone and Wiener (2001); Stone (2004); Harris-Kojetin et al. (2004); and U.S. Dept. of Health and Human Services and U.S. Dept. of Labor (2003).

Prior to starting their jobs, most direct care workers receive little or no formal training.⁶ The need for greater public awareness of this fact was confirmed by pilot surveys conducted by the ILC and the Caregiving Project for Older Americans in 2006 and 2007 with Harris Interactive, where we found that about eight in ten consumers think their care providers have received training.

Lack of quality training and of a real possibility for career development is a major factor that contributes to high turnover of in-home caregivers and other direct-care workers. Education, training, and career development of professional caregivers are widely recognized by experts as crucial underpinnings to a sustainable solution to the caregiving crisis.⁷ Improved education and training and support for direct-care workers was one of the major recommendations made by the Institute of Medicine in its 2008 report, *Retooling for an Aging America: Building the Health Care Workforce*.

⁶ Wright (2005).

⁷ Caregiving Project for Older Americans (2008).

The CTI: Expanding the Role of Community Colleges

The establishment of the MetLife Foundation-ILC Community College Caregiver Training Initiative (CTI) was motivated by the factors outlined above: increasing numbers of older people needing care, an especially great need for home-based care, the importance of family caregivers and paid professional caregivers, and the crucial difference that caregiver training can make.

As the first two years of the CTI have confirmed, community colleges are well positioned to meet community needs, to develop partnerships that enhance sustainability, and to attract people into the caregiving field and to foster their professional development. We strongly believe that community colleges hold a great deal of promise for the recruitment of people into the caregiving field, and for the training of both homecare workers and family caregivers. Continued expansion of caregiver training programs among community colleges will have a positive impact in communities throughout the country.

The CTI is intended to raise national awareness both of the critical need for caregiver training and of the central role that community colleges can play in providing this training. In addition, the programs developed under the auspices of the CTI can serve as models for other colleges interested in providing this important training.

There is fairly strong agreement among experts that best practices are important in the provision of caregiver training and curricula, and that national standards would help ensure quality care.⁸ The absence of uniformity of standards for in-home care workers and of a national consensus about the information, understanding, and training required of caregivers undermine an adequate supply of quality care in the United States. The development of uniform, acceptable national standards of care and caregiver curricula would enhance the value and reward of caregiver occupations and help alleviate the worker shortage. High national standards of performance and curricula could help

⁸ Caregiving Project for Older Americans (2008).

change society's negative perception of caregiving occupations and would have a positive impact on the value society places upon caregivers.⁹

However, due to resource limitations not every locality can implement best practice programs that combine all the key elements of hours of training, content, skilled instructors, on-the-job support, specialized modules and so on. While falling short of an idealized best practices model, given practical limitations, many localities nevertheless have implemented programs that serve their communities very well.

Some of the community colleges participating in the CTI offer ambitious programs that may rightly be deemed best practices, and others offer more modest programs that serve very real local needs. Since best practices are not always practical, our approach was to have minimal specific requirements under the Request for Proposals issued to community colleges under this initiative, as discussed next.

⁹ Stone and Wiener (2001).

The Request for Proposals under the CTI

Funding of up to \$25,000 has been offered through a nationally distributed Request for Proposals (RFP) issued in the first two years of the CTI. In both 2007 and 2008, the maximum number of available grants available through the CTI has been awarded (12 per year.)

Distribution

There are approximately 1,200 accredited community colleges in the country, nearly 80 percent of which offer at least one of three types of nursing programs: certified nurse assistant, licensed practical nurse, and registered nurse. Our goal was to target community colleges with one of these programs in place, with particular emphasis on those offering associate degrees in nursing.

In each year of the initiative, the RFP was posted on the ILC website and directly distributed via email to about 500 individuals, community colleges and other organizations. Among the major organizations contacted include the Administration on Aging, American Association of Community Colleges, American Nurse Association, American Society on Aging, Family Caregiver Alliance, National Alliance for Caregiving, National Association for Home Care and Hospice, National Association of Geriatric Nursing Assistants, PHI, United Hospital Fund, Visiting Nurse Service of New York, and many others.

In addition, a press release announcing the RFP was distributed broadly among community colleges, nursing programs, health care practitioners, academics, the business sector, policymakers, non-profits, journalists, and other interest groups. Among the many media outlets that received the press release were the *Adult Education Quarterly*, *Career*

College Central, Chronicle of Higher Education, Community College Journal, Community College Times, Gannett News Service, Hispanic Outlook in Higher Education, National Network of Health Career Programs in Two-Year Colleges, and National Organization for Associate Degree Nursing.

Responses

There has been very high interest among community colleges in the CTI. Over the past two years, we have received nearly 400 inquiries about the availability of funding and other aspects of the initiative, and more inquiries arrive every week. IN the first two years of the initiative, we have received a total of 138 formal applications. The selection process has been very competitive, with about 17% of applicants being awarded grants.

Eligibility and RFP Requirements

Community colleges and other 2-year institutions located in the United States were eligible to submit proposals. Colleges that award 4-year degrees were not eligible. In 2008, winners of 2007 grants were not eligible. The CTI supports both new caregiver training programs and additions to existing programs.

Our intention in drafting the RFP was to encourage innovation in the design, management, and implementation of caregiver training programs. The only explicit program requirements were as follows:

- The training must prepare students to care for older people, either exclusively or in addition to other groups.
- The training must prepare students to provide care in home settings, either exclusively or in addition to institutional care.
- While the overall program may be for the training of professional caregivers, some components must address family caregivers.

The three parameters just listed address areas deserving particular attention, as described earlier: the unprecedented aging of the U.S. population, the great demand for in-home as opposed to institutional care, and the importance of family caregivers (as well as paid caregivers).

Applicants were required to declare whether they were proposing a new program or additions to an existing program. Applicants were asked to provide descriptions of their community college including student body, population and area served, major programs, and other features such as indicators of outreach and success.

Descriptions of caregiver training programs provided in the applications included the content and delivery of training, any innovative features, how the program might accommodate people entering the caregiving field, whether certification would be offered to students, the approximate the number of students or caregivers to be served by the program, and other characteristics.

Selection Process

In addition to adherence to the general requirements of the RFP and clearly defined project goals and outcomes, applications were evaluated according to the following criteria:

- Project innovation and creativity
- Potential for replication and sustainability
- Local or regional needs for the project
- For programs that train students to be paid care workers, the capacity of the community college to support career opportunities

Responses to the RFP were collected, organized and disseminated to a selection committee that assisted the ILC in the evaluation of applications. In both 2007 and 2008, the following distinguished individuals served as outside members of the selection committee:

- Claudia Fine, executive vice president, chief professional officer, and clinical program director, SeniorBridge Family Companies, Inc.
- Vera Salter, Ph.D., consultant, PHI
- Vicki Schmall, Ph.D., professor emeritus and gerontologist specialist, Oregon State University; and gerontology and training specialist, Aging Concerns
- Ronda C. Talley, Ph.D., M.P.H., health scientist, Centers for Disease Control & Prevention, National Center on Birth Defects & Developmental Disabilities

Two additional members served in 2007:

- Roxanne Fulcher, director of health professions policy, Office of Economic and Workforce Development, American Association of Community Colleges
- Beth Vaughan-Wrobel, Ed.D., R.N., F.A.A.N., former associate director & director of education, Schmieding Center for Senior Health Education

Profiles of the Community Colleges

Twenty-four community colleges have been awarded grants over the first two years of the CTI, representing 16 different states: Arkansas, Connecticut, Hawaii, Kansas, Maryland, New Jersey, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Vermont, Virginia, Washington and Wisconsin. Profiles of these institutions and the caregiver training programs they have developed are described next. The 2007 winners are described first, followed by the 2008 winners.

Year One Winners: The 2007 Grantees under the CTI

Anne Arundel Community College

Arnold, Maryland

Among the 24 CTI grantees to date, Anne Arundel Community College (AACC) offers one of the more extensive programs, especially regarding hands-on clinical experience for students—150 hours. The certificate program for home health caregivers established

The collaboration between AACC's nursing and human services departments in developing this course allows students upward mobility into a gerontology or human services degree program.

► **Elizabeth Appel**, chair of the Human Services Department, Anne Arundel Community College

by AACC offers students unique exposure to a variety of skill sets through a combination of courses including: Introduction to Gerontology, Psychology of Aging, Biology of Aging, Geriatric Nursing Assistant, Home Health Caregiver (newly created under the CTI), and Human Services Practicum.

Through these courses, students learn about the social, biological and psychological aspects of aging and aging populations. The courses also provide students with the fundamentals for continuing in aging studies if they so choose. Students are awarded 20 credits in addition to the home health caregiver certificate after completing all requirements of the program. Students are taught the importance of family caregivers in the home setting within the new Home Health Caregiver course. For example, students

learn the importance of maintaining effective communication with the family in order to identify mutual goals and to facilitate positive outcomes. The program is a collaboration between the school's Human Services and Nursing Departments.

Arkansas State University Mountain Home

Mountain Home, Arkansas

Located in a large, rural area, Arkansas State University Mountain Home (ASUMH) has utilized videoconferencing technology so that its students may be instructed by experts 100 miles away in Springdale. The newly established program is a collaboration between ASUMH and the Schmieding Center for Senior Health and Education in Northwest Arkansas, and includes two segments: professional caregiver training classes and family caregiver training workshops.

The Geriatric Home Caregiver Project includes four levels of training, each building upon the other: Elder Pal, Alzheimer's and Dementia Training, Personal Care Assistant, and Home Care Assistant. The curriculum is a modification of the model developed by the Schmieding Center for Senior Health and Education, which is nationally recognized as a best practices program.¹⁰ The faculty and staff at the Schmieding Center in Springdale have taught the courses via compressed video to students at ASUMH. The director of education with the Center of Aging in Mountain Home, a registered nurse with home health care experience, has assisted in the classroom and with skills and competency evaluation. Certification is awarded to students who complete the training.

Community College of Vermont

Waterbury, Vermont

Community College of Vermont (CCV) offers a 40-hour training program in a geographic area that is greatly underserved, and where home health agencies are facing great difficulty in finding adequate labor. The training delivers an evidence-based Personal Care Attendant curriculum to current and new professional and to family

¹⁰ Caregiving Project for Older Americans (2008).

caregivers who work with elders or adults with disabilities. The course is offered at three separate campuses, three times a year.

In addition to the 40-hour course, students in the program participate in a *Self-Esteem for Caregivers Workshop*, the goal of which is to help students increase their level of confidence and achieve personal and professional goals related to caregiving. The combined 40-hour course and workshop help prepare students, should they desire, to enroll in CCV's Human Services associate degree and Allied Health certificate programs.

The CCV program was established with strong involvement by community organizations, who contributed in-kind resources including space and facilities, development of curriculum, training of instructors in teaching methods for adult learners, the printing and layout costs of some materials and staff time.

All of our [professional] in-home caregivers work with family members, many of whom do not have capabilities of going to the technical school or even going to other community programs for training—but through our program, the provider [supplying the professional help] has the ability to train family caregivers in areas they need. In addition, the caregiver can assess what needs the family might have and bring that suggestion back to the provider.

► **Barbara Wisniewski**, coordinator of the Kenosha County Long Term Care Workforce Alliance (in partnership with Gateway Community College)

Gateway Technical College

Kenosha, Wisconsin

Gateway Technical College provided curriculum expertise as part of a partnership of providers (home health and home care agencies) and the local workforce development agency to develop a program to train caregivers with fewer than the 40-hours mandated under the state's Medicaid personal care option. Gateway and its partners wanted to address the needs of consumers by providing custom-made training.

Gateway Technical's experience might serve as a caution against policymakers considering

strict adherence to required hours of training—the result could be that consumers do not get the care they want, or cannot afford it because the only caregivers available are “over-trained” for their needs. The college reported that approval from the state for

credentialing was easier to obtain through the partnership with an educational institution than it would have been for a home care agency alone.

Through the development of standardized modules, training is highly individualized. Students' prior work experience and goals for career advancement is factored into the course work. The training is implemented in work-based environments, and the course is open to both paid and family caregivers.

Houston Community College

Houston, Texas

Houston Community College (HCC) is the fourth largest community college in the country, with a service area of over 2 million people. Comprising six colleges serving Houston and surrounding areas, total enrollment at HCC was 52,442 in 2005, more than half of whom were either African American or Hispanic.

Expanding on their previously developed nurse aide training program, the Quality Home Caregiving course was developed by HCC to promote skill development, advanced quality of care and opportunities for career advancement. The program features two components: the At-Home Caregiver class for family and friends, and the Home Care Attendant class for direct-care workers.

The At-Home Caregiver class is an eight-hour continuing education class for family and friends providing care at home. Besides learning specific hands-on care skills, students receive training in effective communication with medical professionals, gain knowledge in Alzheimer's disease and related dementia care, learn about community support services, and receive peer support. Students of the other component of the program, the 16-hour Home Care Attendant course designed for people interested in a caregiving career, receive certification at the completion of all requirements.

The program developed by HCC provides an example of how the programs developed under the auspices of the CTI are serving as models to other institutions, and not just to

other community colleges. HCC was contacted for their caregiver training syllabus by Dallas Community College. Another example is that the college was contacted by a local Chinese Community Center about their program, and an instructor from the college taught students at the Center, with the assistance of a volunteer Chinese registered nurse, who interpreted her lecture into Mandarin.

Lackawanna College Scranton, Pennsylvania

Lackawanna College has partnered with a company called PathStone (formerly Rural Opportunities), which seeks employment opportunities of people age 55 or older. Most of the students who enroll in the 5-week, 75-hour program are age 55 or older. Several of the students were motivated to enter the training because of caregiving responsibilities at

It's exciting to realize that there are so many agencies out there who are more than willing to work together. . . We had people coming to the table, people calling us when they heard about the [CTI] grant saying "How can we be a part of it?"

► **Ann Marie Stelma**, vice president for Continuing Education, Lackawanna College

home. Another interesting feature of the Lackawanna program is its negotiations with a local hospital and a nursing home to address issue of “transitional care”—that is, how to prevent re-institutionalization after discharge. Lackawanna is hoping that such partnerships will enhance sustainability of the program.

The Elder Home Health Care Aide Certificate Program includes both classroom instruction and laboratory experience for students interested in becoming paid in-home caregivers. Family caregivers are also drawn to the program; in fact, slightly more than half the students who have completed training to date were family caregivers. In addition to the training course for paid caregivers, which is offered five times a year, the program established a series of abbreviated weekend and evening sessions for family members and friends of older adults.

Neosho County Community College Chanute, Kansas

Neosho County Community College's (NCCC's) existing certified nurse aide and certified home health aide courses were adapted for on-line delivery, meeting the needs of students in rural eastern Kansas who are relatively widely dispersed. The area served by NCCC is one of particularly great need for trained caregivers, both for in-home caregivers and for certified nurse aides who typically work in nursing homes and other institutional settings. Demand for NCCC's long-term training programs is high, with

A woman who works with Trinity Home Health and who is a professional caregiver said she came not expecting to learn a lot because she's had a lot of training and experience. She was very enthusiastic about how much she had learned during the course and the presentation. So, not only did you provide excellent help for family caregivers, you also surprised some of us who thought we'd heard it all.

► Letter from **Kansas Advocates for Better Care**, regarding the training program at Neosho County Community College

waiting-lists of students each semester. The on-line delivery of training allows for greater student enrollment. The courses are for college credit and offer certification as well.

In structuring their curriculum, NCCC formally recognizes that after completing nurse aide training, some individuals will decide not to continue in direct patient care. Such students are encouraged early on by NCCC to choose a career in the non-patient care side of healthcare. The school reports that this reduces turnover of nurse aides who do not enjoy and are not

committed to patient care, reduces poor quality care, and provides an opportunity to explore other areas of shortage in the long-term care sector such as health information technology. Upon successful completion of the nurse aide curriculum, students are advised into the home health aide course.

NCCC also developed a Family Caregiver course that provides training and on-line support services for family caregivers. Family caregivers use the resource to chat with others who are experiencing the same challenges and allows faculty members to pose updates, support and enrichment materials.

North Central Texas College
Gainesville, Texas

North Central Texas College (NCTC) had planned on implementing three components of a caregiver training program:

1. Family Caregiver Training Workshop. The goal for this module-based program was to present multiple short-term training topics deemed critical, such as basic dementia, communication, and patient and caregiver stress.
2. Professional Caregiver Certificate. This 50-hour program would prepare students to work as in-home caregivers.
3. Gerontology Certificate. A 48-hour program to provide an overview of the social, psychological, and biological changes that accompany aging, and the implications of these changes to individuals and to society as a whole.

Caregiving is an incredibly stressful and time-consuming responsibility. Caregivers need the opportunity to learn about self-preservation, to vent frustrations and to ask questions about challenges they are facing. . . We have caregivers who, because of their enhanced knowledge of the physical, psychological and social needs of the patient, are now more capable of quality care provision.

► **Djuna L. Forrester**, dean of Lifelong Learning, North Central Texas College

For the most part, implementation of these components of the program has met severe challenges, primarily due to insufficient student recruitment and enrollment. To date, successful classes have only been conducted under the Gerontology Certificate program (all the students in this program ultimately were employed in the healthcare sector). NCTC is in the process of redesigning their program in order to overcome the challenges they have faced, including strengthening community

partnerships. The local Area Agency on Aging, senior community centers, and long-term care providers are among the organizations with whom NCTC is currently in contact regarding improving recruitment and other feature of their program.

Peninsula College

Port Angeles, Washington

Peninsula College (PC) is a two-year accredited college located along the northwest coast of Washington and surrounded by the Strait of Juan de Fuca and the one-million-acre Olympic National Park. It is the only public college based in the 3,553 square miles known as the North Olympic Peninsula. The diverse rural counties are made up of small to medium sized towns and Native American reservations still overcoming extensive economic loss due to declining resource-based industries such as logging and fishing. Over 20 percent of residents in the area are age 65 or older, nearly twice what it is nationally (about 12%).

The PC training program is quite extensive—176 hours of training are provided over a 5-week period. The first two weeks of the program prepare students to be in-home caregivers, which is followed by three weeks of nursing assistant training. This arrangement gives students who complete the in-home caregiver training the opportunity to leave and look for work after two weeks, and also provides an entry point two weeks into the program for current caregivers who want additional training as nursing assistants.

Peninsula College originally proposed that their training program would include non-credit classes, but concern about sustaining the program into the future motivated them to seek approval at their institution for offering the classes on a for-credit basis. This has two benefits. First, it allows the program to leverage the college's general fund to pay for instructional costs. Second, it makes students in the program—most of whom are low-income—eligible for various types of financial assistance. Grant proceeds were subsequently redirected from instructional costs to reimbursements that help pay tuition for students who are not eligible for other forms of financial assistance.

Piedmont Virginia Community College

Charlottesville, Virginia

Piedmont Virginia Community College (PVCC) is located in Charlottesville, Virginia, ranked among the best places to retire in the country. As a result, there is a growing need in the area for caregiving services—but there are not enough trained workers to go around. PVCC started offering its 48-hour program in the Fall of 2007 to address this challenge.

The need for long-term caregivers is huge; the need for professional training is paramount. I believe the more attention we draw to this field, the more support, respect and employment benefits will result.

► **Lynda van der Sommen**,
program manager for healthcare,
Workforce Services, Piedmont
Community College

The 48-hour noncredit certificate program trains family caregivers, individuals seeking employment as home care aides, and those home care aides now employed needing additional education and training. This “Home Care Aide Pathway” curriculum is divided into three modules:

- Companion/Light Housekeeping Aide Certificate. This 18-hour course focuses on the skills needed to be a supportive companion and to provide assistance with simple household chores.
- Personal Care Aide Certificate. This 24-hour module builds upon the first module, and covers activities of daily living, health literacy, dementia/Alzheimer’s, CPR/First Aid certification, and other topics.
- Administrative Aide Certificate. This is a stand-alone six-hour module that primarily teaches family caregivers how to complete health forms such as Medicare, Medicaid, and Advance Beneficiary Notices.

A diverse population has received training under the PVCC program: family caregivers, men, immigrants, single mothers on welfare, ages ranging from mid-20s to 60s. Most graduates were guaranteed employment upon completion, or were promoted within their agencies; some continued to care for family members at home. One married Latino couple, both graduating as Personal Care Aides, started their own business.

Portland Community College

Portland, Oregon

Portland Community College (PCC) is the largest institution of higher education in Oregon, enrolling over 88,000 students over a five-county area. The area served by PCC is experiencing even more rapid population aging than the state of Oregon as a whole, which the Census predicts will become the fourth oldest state in the nation by 2020.

Among other components of its program, PCC offers a Peer Mentoring Program for Homecare Workers, an innovative feature that enhances career development and provide additional leadership opportunities for homecare workers.

In addition, the Care Provider Resource Center was created to deliver caregiving skills classes to family and professional homecare workers. The program, aimed to teach advanced skills to family caregivers, also enhances career development and provides additional leadership opportunities to professional homecare workers.

Rogue Community College

Grants Pass, Oregon

Rogue Community College's (RCC's) Personal Care Attendant training provides a non-credit, web-based training specifically geared to homecare workers and family members caring of older relatives.

The on-line course at Rogue Community College has been enrolling more and more students. I am please that it has taken off. It took awhile and I figured that would be the case, but now there is no stopping it! There is so much more awareness today and I believe that is in part due to the MetLife Foundation-International Longevity Center initiative. I am proud to be a part of that.

► **Marion Karpinski**,
president of Medifecta
Healthcare Training

The program is a collaboration between the community college and Medifecta Healthcare Training. The project began as a strategy to broaden Medifecta's market for their 40-hour Personal Care Attendant curriculum, by partnering with RCC to offer this course online using the college's distance delivery system. The curriculum was taken from paper to an online version by a team comprising an RCC

nursing instructor, RCC media technician, and Medifecta. The online program uses videos that clearly demonstrate hands-on skills, and all of the videos were filmed in the home environment.

Student enrollment in the program is not limited to the strict geographic area served by RCC. While most students who have enrolled in the program are from Grants Pass or neighboring counties, others have enrolled from as far away as Arizona, Texas and New York.

Year Two Winners: The 2008 Grantees under the CTI

Brookhaven College

Farmers Branch, Texas

Brookhaven College (BC), in partnership with faith-based organizations, is implementing two new programs: the Home Health Care and Hospice Aide program, and the Family Caregiver program. The Home Health Care and Hospice Aide course is an 80-hour continuing education program resulting in certification. The Family Caregivers program provides training delivered through faith-based organizations. This program includes best practices in homecare and focuses on practical solutions for caregivers that can be learned in short periods of time.

Besides the involvement of numerous faith-based organizations, the BC program benefits from very strong community involvement by home care agencies, rehabilitation centers, and the medical sector.

We view caregiver training as part of the allied health training career ladder or lattice. Participants gain key workforce skills that they can use [not only] immediately for employment, but also to continue their education and training for nursing or other allied health. . . careers.

► **Linda R. Guzzo**, dean of continuing education, Capital Community College

Capital Community College

Hartford, Connecticut

Capital Community College (CCC) is introducing a new, home-based caregiver training program to complement its current training and certification programs at the Division of Continuing Education's Health Professions Institute. The new Personal Care Attendant Program is a 40-hour noncredit

certificate program that will assist individuals in developing and mastering skills and knowledge for a position as an in-home personal care assistant. Like Rogue Community College (a 2007 CTI grantee) and Cincinnati State Technical and Community College (a 2008 recipient, discussed below), CCC has adopted the curriculum developed by Medifecta.

It is CCC's goal that family members and others already engaged providing in-home care will compose 25 percent of students who enroll in the program. The college is working closely with the Connecticut Department of Veterans Affairs to identify trainees and volunteers and to provide home care to veterans in Hartford County.

Cincinnati State Technical and Community College

Cincinnati, Ohio

Cincinnati State Technical and Community College is implementing an 80-hour Home Health Aide Caregiver (HHAC) certificate course. Students who successfully complete the program will also earn six college credits. Cincinnati State has affiliation agreements with 80% of the healthcare institutions within greater Cincinnati. Many of these healthcare facilities will assist in locating employment opportunities for HHAC students.

Individuals interested in becoming Family Care Givers (FCG) may receive training from one of the modules of the HHAC program. The FCG participants are being recruited from community information sessions, career fairs, community elderly and grandparent associations, as well as other social service agencies.

As mentioned previously, Cincinnati State has adopted the Medifecta curriculum for this program.

GateWay Community College

Phoenix, Arizona

Under the CTI, GateWay Community College is expanding its Caregiver Career Development and Placement Program to increase recruitment efforts and to offer bilingual components to meet the needs of the large Hispanic population in Arizona.

GateWay's existing Caregiver Career Development and Placement Program is based on a workforce development model which directly embeds education and training into the caregiving profession. GateWay's goal is to offer the program to students outside of the

baby-boomer demographic. The program features strong career development and job-placement components, working together with local employers.

Harford Community College

Bel Air, Maryland

To address the growing need for caregivers for older adults in home settings, Harford Community College (HCC) is creating a new program, In-Home Aide Training, a 20-

We were able to develop a great marketing tool and create a “buzz” about our program. We have had 25-35 attendees in the past—registration now sits at 100!

► **Pat Hogan**, director of community education, Harford Community College

Many of our students would not have had this opportunity without the support of the grant. With our upcoming caregiver conference, they will now be able to network with subject matter experts, professional providers, and health care consumers on a personal level.

► **Kathy Archer**, allied health coordinator, Harford Community College

hour course designed to provide certified nurse aides with the knowledge and skills necessary to provide in-home care.

The college also is adding two new courses to its existing Nursing Assistant Training program: one component will increase cultural competency (such as awareness of aging in America and culture change in long-term care); the second component will introduce home health care. The college will also offer a conference on caregiving and end-of-life issues. In collaboration with local hospitals, hospice organizations, and

healthcare non-profits, the HCC conference will provide professional development experiences for eldercare professionals, nursing students and family caregivers.

Johnson County Community College

Overland Park, Kansas

Johnson County Community College (JCCC) is offering a new Advanced Dementia Care Certificate Program. This is a 30-hour program to train family caregivers and in-home care workers to provide long-term home care services to older adults with cognitive deficits due to Alzheimer’s, dementia, or stroke.

Students in the program will learn restorative aide skills to help patients maintain optimum levels of functioning, patient behavior management interventions, and how to

This is the best thing I have ever done to get me and my mother through this [Alzheimer's].

► A **student** enrolled in the Dementia Care program at Johnson County Community College

manage stress and mental health as a primary caregiver. The program will provide a greater depth of knowledge and skill development for family caregivers or professional home health caregivers specific to cognitive deficits than is offered in JCCC's 90-hour certified nurse aide

program. Thus, certified nurse aides desiring specialization in dementia care will also benefit from this new program.

Kapi'olani Community College

Honolulu, Hawaii

Kapi'olani Community College has developed an ambitious, multi-pronged program that expands its gerontology program by creating entry level paraprofessional training, offered through the Kupuna (ElderCare) Education Center, the first and only community-

I would like to express a deepest mahalo. . . to the 2008 Community College Caregiver Training Initiative. When you give to Kapi'olani Community College, you are not only investing in our students, faculty and programs, but also in the future of our community.

► **Leon Richards**, chancellor, Kapi'olani Community College

college based gerontology center in Hawaii.

Training and information for family caregivers also will be provided.

Kapi'olani is implementing its home care training program as part of an overall four-pronged strategic plan meant to address the

needs of Hawaii's aging population:

1. To provide training for paraprofessionals;
2. To provide training and information to family caregivers and to the general public;
3. To implement "active aging" programs such providing information on nutrition, fitness, finances; and

4. To develop close working relationships with six other community colleges within the University of Hawaii system to address aging issues.

Kapi'olani has adopted a modified curriculum based upon the program developed by the Schmieding Center for Senior Health and Education. Three tiers of training are being offered, each building upon the preceding level, for a total of 100 hours of training.

Madison Area Technical College

Madison, Wisconsin

Madison Area Technical College (MATC) is introducing a program called REACH (Resources for the Elderly: Assisting Caregivers in the Home) with CTI funding. REACH will expand the college's Certified Nursing Assistant (CNA) program by introducing homecare content. The current CNA program graduates between 1,000 and 1,200 students per year.

MATC is also creating a new, two-day workshop for family home caregivers. Topics that will be covered include caregiver support resources in the community, techniques for caregivers, caregiver stress, and medication administration.

Southeastern Community College

Whiteville, North Carolina

Southeastern Community College (SCC) is using CTI funding in three ways:

Caregiver training was important [to us] in the past because our rural service area has a lot of elderly citizens who live in their own homes and wish and expect to stay there. With current economic conditions, the situation is even more pronounced.

► **Teresa Tipllett**, associate dean of continuing education, Southeastern Community College

1. Updating their existing In-Home Aide course to put more emphasis on communication skills, marketing, working as independent contractors, how to deal with employment and safety issues, and other topics;
2. Adding a homecare course to their Certified Nursing Assistant program; and

3. Offering seminars and a resource library to help family members with related issues such as hiring processes, background checks, salary ranges, communication skills, and accountability.

SCC has developed partnerships with several organizations for this project, including Columbus County Department of Aging, Columbus County JobLink Career Center, the Cape Fear Workforce Development Board, and the Employment Security Commission.

Southwestern Oregon Community College

Coos Bay, Oregon

The program developed by Southwestern Oregon Community College is designed to educate and train those who care for older people in the home: family caregivers, paid

Why is caregiver training important? Let me count the ways: Well-trained caregivers successfully meet the diverse needs of their patients and improve compliance with recommended treatment plans. Training contributes to a caregiver's personal feelings of competence in a role that may have been thrust upon them unexpectedly and frequently under duress. Confident caregivers create a home environment which promotes healing and recovery, reduces medical costs, and improves overall quality of life for their family and the community.

► **Beverly Segner**, professor of Human Services, Southwestern Oregon Community College

personal and homecare aides who are registered with the Oregon Home Care Commission, and licensed adult foster homecare providers.

One of the major activities of Southwestern's program is development of curriculum in seven content areas that are currently not part of the Oregon Home Care Commission's statewide curriculum. The program will develop curriculum to enhance the knowledge and skills of family and paid caregivers of older adults in the following areas: congestive heart failure, cancer, chronic obstructive pulmonary disease, myocardial infarction (heart attack), urinary tract infection, constipation, and medication management.

The program also includes two other components—workshops of family and professional homecare workers, and a “training the trainer” program.

Tulsa Community College

Tulsa, Oklahoma

Tulsa Community College (TCC) is implementing a Certified Home Health Aide (CHHA) program as an addition to its existing Certified Nurse Aide (CNA) Program.

Our partners are essential to our program. They provide not only students for training but provide valuable clinical experiences for all of our students. Students will benefit by acquiring new and advanced skills that they can take into the job market in a short period. Gaining those skills improves self-esteem and job satisfaction. It also makes them better caregivers.

► **Sandra Kuebler**, assistant professor and nursing certificate programs coordinator, Tulsa Community College

The CHHA curriculum will provide 16 hours of training relating to in-home care, which may be of interest not only to current students, but also to employed CNAs seeking certification as home health aides. Graduates of the CHHA program will receive one college credit hour in addition to certification.

The college will also offer Caregiving Basics Training workshops to family caregivers. Students in the CHHA program will assist with the workshops. A significant portion of CTI

funding is being used to support student stipends. Collaboration with local homecare agencies and other employers is being used to assure sustainability through mentoring programs, use of clinical space and computer access, job referrals, paid internships and other arrangements.

Union County College

Cranford, New Jersey

Union County College (UCC) is introducing an eldercare initiative that provides technical training, job-related basic education, job development, and educational assessment and counseling to job seekers and incumbent workers. The program is especially focused on attracting individuals who might not traditionally see eldercare as a career option.

As part of the new initiative, UCC staff will survey local eldercare institutions to identify gaps in the quantity and quality of the local eldercare workforce. Their aim will be to clarify such issues as the types of eldercare workers and the skills, knowledge, and credentials those workers need. UCC will develop and field-test a multi-service model which provides education, job development, and other supports for various populations of workers who want to provide eldercare either as paid workers or as unpaid volunteers.

Students will be provided with a variety of job-preparedness skills:

- Job development, such as developing a realistic career plan
- Educational assessment, counseling, and placement;
- Classroom-based learning, self-study, and internships in:
 - Transferable work-readiness skills;
 - Job-specific basic skills and technical knowledge/skills;
 - Basic skills required to manage personal responsibilities (including financial, transportation, childcare, and other duties).
 - Test-preparation (for occupational exams and possibly GED and college placement tests).
- Assistance with clothing, transportation, childcare, and other needed supports.

Conclusion

Community colleges are fertile ground for partnering activities among employers, workforce development agencies, area agencies on aging and service providers. Community colleges can promote the career development of caregivers, and are laboratories of innovation. By fostering the development of caregiver training programs among community colleges throughout the country, the MetLife Foundation-ILC Community College Caregiver Training Initiative is improving access to quality care. Today, quality care can be extremely difficult to find. The aging population, great preference for in-home services among those who need care, and the needs of family caregivers all influenced the design of this initiative.

The 24 winning community colleges have implemented a variety of innovative practices, are geographically dispersed throughout the country, serve a diverse group of students, and offer a wide variety of content, hours of training, and method of training. Most of the programs were newly implemented, although some grantees built upon existing programs with the CTI funding. Some programs are quite ambitious, while others offer more modest programs that nevertheless provide a crucial service to their communities. We estimate that over 1,000 students have been enrolled in caregiver training programs at the 24 community colleges so far. This number will continue to grow as programs are sustained beyond the initial grant period.

One major issue for the community colleges is sustainability of their training programs. Innovative solutions for sustaining programs have been adopted, sometimes in ways that were unexpected by the applicants, such as was the case with Peninsula College (a 2007 winner—see page 15). The CTI community colleges have reported that the MetLife Foundation-ILC CTI grants have helped immensely in terms of attracting partners, including local hospitals, nursing homes, home care agencies and work force development agencies. Developing these partnerships is the primary strategy used by the community colleges to ensure sustainability of their programs. The CTI grants have been

used by several institutions specifically as part of a strategy to build partnerships, the idea being that a program's recognition helps it attract partners, which in turn helps assure future sustainability.

The challenges faced by the 24 community colleges currently participating in the CTI, and the variety of strategies used to overcome these challenges, will be described in an Evaluation Report to be published by the International Longevity Center and the Caregiving Project for Older Americans in late-2009. In terms of providing a model for other community colleges considering developing caregiver training programs of their own, we think that the practical challenges and successes of the CTI grantees will prove every bit as valuable as the design, content and delivery of their training programs.

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