

## **TIP Grant Reporting Form**

Date: 15 April 2005

Please complete and return this form within one month of the training's completion. All training for the Spring 2004 grant round must be completed by July 31, 2005.

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Organization: University of Washington, Tacoma

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Training title: Improving Practice with Grandparents Raising Grandchildren

Training date and time: March 31, 2005, 1-4:30 pm

Cost of training to participants: \$0 to Attend. \$30.00 for CEUs

Trainer: Charles Emlet, Robyn Stover, Hillary Hauptman

Number of training participants: 27 (+ three DCFS Officials)

Number of practicing social workers in attendance: 20

What specific costs related to the training was the grant used for?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Speaker Fees   | <input checked="" type="checkbox"/> Administrative (no greater than 15%) |
| <input type="checkbox"/> Advertising and Marketing | <input checked="" type="checkbox"/> Presentation Materials               |

Please attach the following information:

- Documentation confirming that CEUs were available to practicing social workers
- Copies of handouts and other presentation materials used in the training
- Sample marketing materials

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Please use additional pages to respond to the following questions.

1. Please describe the training. Include information about the training design, content and practice skills presented to participants.

This training was designed specifically for child welfare workers who work in the area of kinship care. The half-day training was designed to: 1) increase their knowledge about aging related issues to help them become more sensitive to problems grandparent caregivers may encounter. The training also focused on informing them of the research in this area as well as local and national resources to assist grandparent caregivers. A national expert on the topic from the State Office of Aging and Disability was present to discuss resources. Practice implications were also covered.

2. What do you consider to be the greatest accomplishment of this training? (e.g., created interest in developing additional training in aging, enabled your organization to leverage new resources, or helped your organization to reach out to a wider audience of social workers).

The MSW program at UW- Tacoma has a Children, Youth and Family concentration. This training was the first attempt (and a successful one) to bridge the areas of gerontological practice and child welfare. Child welfare workers (some who are also MSW students) learned the relevance of knowledge of aging in their social work practice with families.

This training, while supported financially by IGSW was also a wonderful collaboration of three local entities: UW-Tacoma Social Work program, the Child Welfare Advancement and Training Program and the Washington State Department of Social and Health Services, Division of Children and Families. This collaboration was really the first of its kind for this area. It was widely supported by DCFS and well attended by social workers in that unit.

3. What are the biggest challenges or obstacles you encountered? What specific steps did you take to address this problem? What were the outcomes of these efforts?

The challenge in offering this training was to open communication between older adult services and child welfare services. Child welfare social workers upon learning about the training were quick to respond that they would invite the grandparent caregivers. It was necessary to remind them that this training was targeted at practicing social workers, not the grandparent caregivers. The outcome was positive for the attending social workers

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as they were receptive and appreciated increasing their competency in work with older adults. In addition, they appreciated learning of older adult resources. An unexpected outcome was the feedback from the child welfare social workers to the State Unit on Aging Program Manager for Kinship Care.

4. What did you learn from the training? Can you identify any “lessons learned” that might be of value to other schools and organizations undertaking similar training initiatives in their communities?

We learned that social workers practicing in kinship care are passionate about their work. When they learned of the training they wanted everyone associated with kinship care to be involved in the planning. It was important to keep the focus of this training and when discussing implications for practice, include suggestions for future trainings.

5. Please describe your efforts to develop community partners to plan, promote and host the training. If you plan to receive continued funding for training from IGSW, please describe the steps you will take to enhance community partnerships in the next year.

This training represented a rich collaboration between this grant effort, the University of Washington, Tacoma, Social Work Program and CWTAP, and Washington State DSHS, Children’s Administration, Region 5 and the State Unit on Aging. The window has now been opened for further collaboration, trainings, and research.

We were told that this was a “first of its kind” training in Washington State. If this is true for other areas of the country, we would be interested in further collaboration with IGSW or highlighting this experience at an IGSW sponsored conference.