

*Introducing the National
Association for Professional
Gerontologists (NAPG)*

*And its Role in Professionalizing
Gerontology*

Southern Gerontological Society
Webinar, December, 2019

Presenters:

Donna E. Schafer, PhD, CPG

**Executive Director, National Association for Professional Gerontologists
(NAPG)**



Donna has been Exec. Director of NAPG since 2006. Previously she was Dean of Research and Graduate Studies Humboldt State University, and prior to that a member Of the Gerontology faculty at San Francisco State University.

Presenters:

Anabel O. Pelham, PhD, CPG

President, National Association for Professional Gerontologists (NAPG)

Anabel is the founding President of NAPG and founding



Director, Center for AGE Friendly Excellence (CAFE). She

is Professor Emerita, Gerontology, San Francisco State Univ.

Gerontologists:

Who We Are and What We Can Do

Gerontology as a Discipline

Identifiable theories

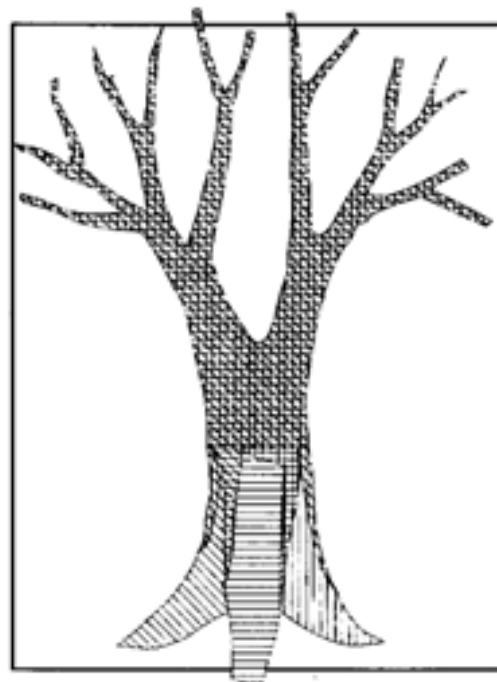
Research methodologies

Formal academic degree programs

Formalized organization (professional associations, journals)

Core Principles and Outcomes

OF GERONTOLOGY, GERIATRICS AND AGING STUDIES INSTRUCTION



PAMELA F. WENDT

DAVID A. PETERSON

ELIZABETH B. DOUGLASS

ASSOCIATION FOR GERONTOLOGY IN HIGHER EDUCATION

GERONTOLOGY
COMPETENCIES
for
Undergraduate & Graduate
EDUCATION

Adopted November 20, 2014

A Few of Gerontologists' Skills

Employ appropriate **assessment procedures**

Employ appropriate **intervention strategies**

Coordinate the work of professional **teams**

Identify and **organize** community **resources**

Frame effective **policy** (e.g., social, economic, health)

Evaluate the effectiveness of **programs**

NAPG: Professionalizing

Gerontology

*Promoting and Credentialing the
Education of Professionals in the
field of Gerontology*

Why NAPG Credentials Gerontologists

In response to student demand for independent credentialing that legitimizes and differentiates the education of Gerontology program graduates from those who call themselves “Gerontologists” after attending little more than a weekend workshop.

Professionalization of Gerontology Model

Academy

Community

Increased student demand

Public perceptions, expectations

Increased resources

Accredited programs

Credentialed Gerontologists

Employed professionals

Enhanced program quality

Improved quality of care



2017

**Accreditation Handbook &
Self-Evaluation Guide**

AGEC

ACCREDITATION FOR
GERONTOLOGY EDUCATION COUNCIL

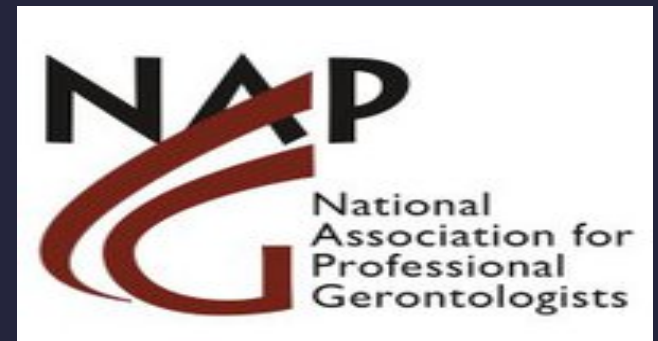
***Assuring the
Quality of Gerontology
Education Globally***



NAPG:

Organizational Nuts and Bolts

NAPG *in a Nutshell*



Founded in 2005 as a non-profit 501(c)3 organization

370 credentialed members in 40 states, five countries

Members are credentialed based on completed course work and/or competency exam

Four categories of regular credentialed members; all are entitled to use the "CPG" designation

Members renew by completing 20 hours/units of professional development activity every two years

Nearly 100 students approved for student memberships

Credential Types

Gerontologist (graduate):

Professionals/academics with MA/MS in Gerontology or Doctorate with emphasis

Gerontological Specialist (baccalaureate):

Professional or administrator with BA/BS providing services to seniors

Gerontological Coordinator (AA/AS or

Certificate): Service provider with minimum of 24 units in Gerontology

Professional/Scholar Affiliate: For those without Gerontology degrees who have dedicated their careers to the field (submit CV or resume)

Review/Admission Process

Transcript/Resume

Competency Exam (CR & MC)

Our Members Say “. . .

“I like using the letters [CPG]. People ask me about them.”

“Congrats on the newsletter! It’s great to keep in touch and be recognized.”

“My boss likes the certificate and thinks it looks good for our business.”

“Being a member is a way to promote the profession.”

NAPG: *Going Forward*

***Organizational and Professional
Goals***

Organizational Goals

Refine basic method of **measuring Gerontology competencies** using essays for NAPG exams

Develop **portfolio of services** for NAPG members and others (CEUs, exit exams, program evaluation)

Expand member engagement by contribution newsletter, development of on-line courses, e

Strengthen NAPG leadership by enlarging and diversifying Board, creating geographic affilia

Professional Goal

The element of the “Professionalization of Gerontology” Model yet to be established is the commitment of employers to hire credentialed graduates of accredited Gerontology Programs to serve the needs of older adults and their families. The following steps can move us in that direction.

Next Steps for NAPG . . .

Promote partnerships among aging organizations and major employers to review skills/training needs and facilitate employment

Create incentives for students to choose Gerontology through internships and placements

Explore the development of licensing procedures for Gerontologists in the states/Canadian

provinces
Partner with organizations such as SGS, ASA, AARP

& AGHE to be advocates for Gerontology programs

& their graduates





National Association for
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