



GERIATRIC EDUCATION AND TRAINING IN TEXAS

R DONALD W. REYNOLDS FOUNDATION

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Geriatric Skills Lab Experience Launched at UNTHSC

The growing geriatric population will strongly impact healthcare in Texas and across the nation. Collaborative interprofessional healthcare teams have been identified as a way to improve quality care and patient safety especially for at risk and marginalized populations. As the aging adult population continues to grow senior adults present a unique challenge to generationally different students and young medical professionals.

In response to this challenge, the Reynolds IGET-IT Program partnered with the Office of Interprofessional Education and Practice to provide some early training to seven types of medical professions students from University of North Texas Health Science Center Medical, Physician Assistant, Physical Therapy, UNT System College of Pharmacy; and Texas Christian University Nursing, Dietetics and Social Work programs. Clinical faculty from the above programs helped plan and provided direction and instruction support.

The Geriatric Population Skills Lab is an interprofessional education learning activity creating an opportunity for healthcare professions students to learn about, from and with each other, within the context of shared roles and responsibilities, in caring for the older adults. Often multiple healthcare providers are caring for the geriatric patients independently and/or in parallel with inadequate communication or a collaborative team work ethic. Effective healthcare for the geriatric population benefits from strong collaboration among those who are providing direct oversight to aging patients who often present with complex healthcare needs. The instruction provided in the Skills Lab includes content and demonstrations that will enhance the students' knowledge of geriatric syndromes and provide early instruction in preparation for future home visits.

The four training stations focus on quality care and patient safety and other benefits of careful oversight for the geriatric population through interprofessional team collaboration. Prior to participation in the Skills Lab students have been exposed to interprofessional medical education, an introduction to Team STEPPS communication and a case study activity with teams of students. The Geriatric Skills Lab replaces the first semester of the Senior Assisting in Geriatric Education (SAGE) Program, where teams of students visit senior adults in their home setting using a planned curriculum.

Program Overview

Students were placed in interprofessional healthcare teams of 7-10 and rotated through (four) skill training stations. The overarching objectives of the exercise were early exposure to geriatric syndromes and to help students recognize the benefits of working collaboratively in the care of the geriatric patient. Effective collaboration requires a common mental model and understanding of the geriatric population.

The small groups of students rotated through the following stations:

- The Functional Assessment station helped students recognize the role of ADLs in daily functioning as well as to help create empathic understanding of physical and sensory changes related to aging.
- The Falls Risk Assessment station trained students in conducting a falls risk assessment. Instruction focused on recognizing the need for situation monitoring and education on the geriatric patient to assess their risk for falls and to develop strategies to help prevent falls.
- The Medication Review station sought to raise awareness of the issue of patient safety related to taking multiple medications often from several different providers. Medication review is an important factor in patient safety and an area in which healthcare professionals must collaborate, communicate, and cross monitor to make sure that it is effectively occurring
- The Cognitive Assessment station provided training in the use of the Mini Mental Status Exam for cognitive assessment. The goal was to help students recognize that healthcare providers need to work collaboratively to assess the senior's cognitive status often across healthcare settings in order to provide care, services, and resources to the individual and family.

In addition, the Interprofessional Education Objectives that guided the program were drawn from the Interprofessional Education Collaborative Expert Panel Report.

Values/Ethics Competencies

- Students will place the interests of patients and populations at the center of interprofessional healthcare delivery through creating a common mental model and understanding of the unique and shared needs of the geriatric population.
- Students will recognize the diverse and individual differences that characterize the geriatric population and the benefits of an interprofessional team in the assessment of physical, sensory, and cognitive function.

Roles/Responsibilities Competencies

- Students will recognize the need to engage diverse healthcare professionals to complement their own professional expertise, as well as, the associated resources available to develop strategies to meet the needs of the geriatric population.

Interprofessional Communication Competencies

- Students will recognize a common language or terminology and process to use in discussing and assessing, medication reconciliation, ADLs, Falls Risk, and Cognitive Assessment in working collaboratively with other healthcare professionals with the geriatric population.

Team and Teamwork Competencies

- Students will recognize the need to engage other health professionals appropriate to the specific care situation (geriatric population) in shared patient/person-centered monitoring and cross-monitoring for improved quality of care and patient safety

A faculty evaluation of the Geriatric Skills Lab conveyed faculty perceptions of the levels of student engagement and learning and provided insight into the impact of the event on participating students. Some of questions from the evaluation revealed above average ratings for: Showing respect for other healthcare professions (91%); Knowledge and understanding of geriatric population (77%); Active engagement in the skills lab activities (76%); and, Use of a common language to discuss geriatric problems (76%). Slightly lower scores were reported on the student's ability to demonstrate an understanding of the concepts that were taught (61%); and having adequate time to complete the activities (61%).

Interprofessional and Geriatric Grand Rounds

- *“Using the MOS and Team STEPPS in Clinic Process Improvement,” presented by **Jane F. Potter, MD**, Harris Professor of Geriatric Medicine, Chief, Division of Geriatrics and Gerontology, Department of Internal Medicine, University of Nebraska Medical Center, Home Instead Center for Successful Aging (August 2014).*
- *“Mighty Care – A New Approach to Delivering Primary Care to the Elderly Medicaid Population,” presented by **Patricia Connally, DO; Stephanie Large, APRN; Janice Richardson, APRN**; Mighty Care Program, Geriatric Service Line, Department of Internal Medicine at UNTHSC (Sept. 2014).*
- *“Testosterone, The Good the Bad and the Ugly – Implications for Geriatric Psychiatry,” presented by **James Hall, PhD**, TCOM Department of Psychiatry and Behavioral Health (October 2014).*
- *“ACEing” Complex Population Management; Past, Present, and Possible Future for ACE Models of Care. Presented by **Kellie Flood, MD**, Associate Professor, Geriatric Quality Officer, UAB Hospital; Division of Gerontology, Geriatrics, and Palliative Care, University of Alabama at Birmingham (March 2015).*

Senior Health Education Literacy Program (Senior HELP)

Program Activity Overview: Senior HELP – All UNTHSC TCOM 4th Year medical students in the core geriatrics clerkship participate in a 3 hour program Senior Health Education Literacy Program or Senior HELP. The experiential learning activity aids students in the assessment of a geriatric patient’s health literacy. The goal of the activity is for the student to learn how to educate and counsel older patients with an emphasis on preventive medicine and health promotion drawn from medical evidence. Students are assigned an online learning module on health literacy, and then are grouped into small teams of students. Groups are assigned a particular health promotion and prevention topic which they must research and develop into a spoken presentation coupled with a two page information handout. The handout document is developed at the appropriate health literacy level for the geriatric population they will be addressing. Students present the topic to seniors in a local senior citizen center. Seniors give feedback to the students on the presentation.

References:

Older Public, Health & Aging: trends in aging-US and worldwide; www.american geriatrics.org.

Jennie Chin Hansen, RN, MSM, FAAN CEO American Geriatrics Society (2013).

Agency for Healthcare Research and Quality. Team Steps: National Implementation.

<http://teamstepps.ahrq.gov/aboutnationalIP.htm>.

Interprofessional Education Collaborative Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. 2011.

U.S. NEWS & WORLD REPORT “Best Grad Schools” cites one of the Reynolds IGET-IT Programs

Starting in their first year, students at the **University North Texas Health Science Center** in Fort Worth are paired with elderly residents in the area as part of the Seniors Assisting in Geriatric Education (SAGE) Program. “Instead of getting a lecture from a geriatrician, they get to hear from seniors themselves what it’s like to get old,” says **Michael Williams**, a physician and the school’s president.

Howard, B. (2015). Medical School Gets A Makeover: The doctors of tomorrow are prepping for a whole new world. U.S. World & News Report, 2016 Best Grad Schools, pp.64-65.

News / Announcements

\$50,000 GIFT GIVEN TO SENIORS ASSISTING IN GERIATRIC EDUCATION (SAGE)



A gift from the Kathleen Connors Trust in the amount of \$50,000 for the Seniors Assisting in Geriatric Education (SAGE) Program was accepted by Dr. Sandra Marquez-Hall, Director of the Reynolds IGET-IT Programs. What an honor it was to accept the donation for the SAGE Program along with the other not-for-profit recipients, including one for the UNTHSC Pediatric Mobile Clinic. Plains Capitol Bank Wealth Administration facilitated the selection of awardees and hosted the reception at the River Crest Country Club on February 26, 2015.

Left to right: Sandra Marquez-Hall, PhD Reynolds IGET-IT Program Director; Linda Metcalf, PlainsCapitol Wealth Administrator; and, Dr. Paul Bowman, UNTHSC Pediatric Clinic Chair.

WELCOME NEW STAFF MEMBER



Meet **MALISSA TURNER, MEd** Reynolds IGET-IT Program newest Academic Program Specialist.

Malissa Turner has a BA in Psychology and a M.Ed. in Community Counseling from the University of Oklahoma. She has worked in various rolls in higher education for twelve years, of which, the last six have been in Texas. Malissa is now an Academic Program Specialist for the Reynolds IGET-IT Program

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