The Reynolds Geriatric Education and Training in Texas (GET-IT) program was developed as a proactive effort to address the national shortage of geriatricians and the medical needs of a growing geriatric population. The original program was funded in 2009 for four years, and a second grant was awarded from the Donald W. Reynolds Foundation in 2013, including matching funds from UNT Health Science Center’s Texas College of Osteopathic Medicine (TCOM). The grant goals were facilitated by embedding geriatric education throughout all four years of medical education, and in 2013 the program was further enhanced with the added focus of interprofessional education and practice. The name of the program was changed to the Reynolds Interprofessional Geriatric Education and Training in Texas (IGET-IT) program.

The Seniors Assisting in Geriatric Education (SAGE) Program in this newsletter was developed and implemented over the course of the two grants. The following content was written by the director, Sandra Marquez Hall, PhD.

I. Overview & Background

The shortage of trained health care providers who specialize in geriatrics pales in comparison to the growing numbers of older adults. By 2030, when the last of the baby boomers reaches the age of 65, the US population aged 65 and older will exceed 70 million – approximately twice the number in 2000 (IOM, 2008). Healthcare team collaboration will be required to manage the healthcare needs of aging adults. The Institute of for Healthcare Improvement developed the Triple Aim framework as a way to simultaneously pursue three important dimensions of the challenges being faced: 1) Improving the patient experience of care, 2) Improving the health of populations, and 3) Reducing the per capita cost of health care (Figure 1). The challenge to deliver greater value from the resources available, and address the needs of an aging population with increased longevity and chronic health problems, has put greater demand on medical and social services.

New instructional strategies that can have a positive impact on the health outcomes are needed. Redesign of professional health education to accommodate the diverse needs of population health has led to a resurgence of interest in interprofessional education and practice. The benefits of interdisciplinary teams in healthcare settings can help the increasing demands for medical care is being viewed as a positive step forward. These challenges and the call to increase the content and expand geriatric education across multiple medical disciplines was addressed by the generous grants provided by the Donald W Reynolds Foundation to medical education institutions. The Reynolds IGET-IT Program developed the Seniors Assisting in Geriatric Education (SAGE) Program that models interprofessional teamwork and medical education into a single experiential program.

In a previous newsletter the background and development of the Seniors Assisting in Geriatric Education (SAGE) Program was detailed (Spring/Summer 2015). In brief the program was created to provide increased awareness about older adults and geriatric healthcare needs. UNTHSC Reynolds IGET-IT Program in partnership with seven academic programs, across two universities, assigned small teams of students to visit older adults in their homes. Over an 18 month period (3 semesters) the students visit the senior for six visits and follow a structured curriculum while developing a relationship with the senior adult. The program provides opportunity for students to develop a level of familiarity and comfort in treating older adults.

II. Curriculum

The SAGE program consists of an educational curriculum and community based outreach program aimed at increasing student opportunities for early exposure to older adults and issues of geriatric care. The program strives to create meaningful relationships for the interprofessional teams of students while gaining knowledge about today’s senior population and their needs. The IP educational component involves health care profession students interacting with each other and their senior mentor through structured assignments delivered in the home environment.
Student teams are paired in groups of 3-4 healthcare profession students. The student teams are then matched with a community-dwelling senior who receives services from Meals on Wheels or a senior volunteer from the local community. The program includes 6 visits over a 2 year period providing students an opportunity to apply their classroom education in the context and care of an older adult. Students practice and demonstrate basic clinical skills; including taking histories, interviewing, conducting examinations and cognitive assessments, and advising clients on nutrition, home safety, community resources and advance care planning.

Visit 1: Adult Health History Students learn to understand the benefits of patient-centered interviewing, and assessing biopsychosocial issues, spiritual beliefs, and health perceptions in older adults.

Visit 2: Home Environment/Safety & Functional Assessment This visit allows the students to assess the senior mentor’s home for environmental safety issues with particular attention for fall hazards. Students learn to prevent conditions that could result in falls or other injuries and to perform a comprehensive fall risk assessment for an older adult. A functional assessment is also completed.

Visit 3: Medication/Pharmacology Assessment This visit allows the students to perform a medication/pharmacology assessment on an older adult. Students will review the seniors’ medications/prescriptions and learn to appreciate issues associated with prescriptions and multiple medications.

Visit 4: Nutrition Assessment This visit allows the students to perform a nutrition assessment on an older adult. Students will review the seniors’ diet and nutrition and provide education to the older adult on nutritional balance and diet modification related to selected health conditions.

Visit 5: Community Resource Assessment & Advance Care Planning This visit allows the student to identify current use of community resources and potential services the senior client may find beneficial. Students will explore issues associated with advanced care planning (Power of Attorney, Living Will, etc.), and learn the personal, legal, and ethical processes that take place with these decisions.

Visit 6: Health Literacy Project and Ending the Healthcare Professional/Patient Relationship In this visit the students create a presentation for an older adult on a health or wellness topic using approved resources; then must terminate the healthcare professional/patient relationship with the senior mentor.

Senior adults from all walks of life and socioeconomic background from the Fort Worth community bring their life history and experience a senior to the teams of medical professions students that visit them in their homes. The senior mentors are making a lasting impact on the students' professional development and understanding of the aging adult. The curriculum listed below, delivered during the home visits, is designed to make a meaningful contribution to the seniors' healthy living.

References:
1 IGCT-IT Homepage: https://www.unthsc.edu/igctit/ 
The Portal of Geriatrics Online Education (POGOe) is a free collection of expert-contributed geriatrics educational materials for educators and learners. Its mission is to encourage the free exchange of teaching and assessment materials in order to promote education in the fields of geriatrics and gerontology. Several products from the Reynolds IGET-IT Next Steps Programs were published at the POGOe website in the fall of 2016. Descriptions of the geriatric education program and modules are outlined in this newsletter. All materials are available at no cost to interested users. The Portal of Geriatrics Online Education may be accessed at: https://pogoe.org.

**Elderly Safety Interprofessional Communication Improvement Modules**

The UNTHSC Reynolds IGET-IT Programs development of interprofessional E-Learning Professional Development Modules for residents in training and practicing physicians known as Elder Safety Interprofessional Communication Improvement Module (ICIM). Two modules, “Falls Risk” and “Elder Mistreatment” were added to the POGOe repository. The ICIM Elder Safety modules were created in collaboration with the National Board of Osteopathic Medical Examiners (NBOME). The performance improvement modules are interdisciplinary formative assessment tools designed with a team approach to care for older adults in order to reduce medical error and improve the quality of health care for older adults. The modules are available free of charge and have been approved for continuing education units for physicians and other medical professionals. The care of older adults can be very complex and studies have shown that a team approach can be most effective in leading to quality outcomes.

- **Elder Mistreatment**: Although estimates vary, it is generally believed that 11% of the elderly are abused. According to the National Incidence Study on Elder Abuse, approximately 450,000 elderly experienced abuse each year. If self-neglect is included, the number increases to 551,000. Elder mistreatment is too large of a problem for any one person or one discipline to resolve. Incorporating the expertise of all the members of the interprofessional health-care team is critical to determine the facts in the situation and the motives of the people involved. Healthcare providers can only see what is presented in the clinical setting. There is so much of the story that may not be manifested in a routine exam and encounter. Having all team members knowledgeable about the sometimes subtle signs of elder mistreatment is helpful for eliciting information and devising a holistic intervention plan.

- **Falls Risk**: Each year, one in every three adults ages 65 or older falls and 2 million are treated in emergency departments for fall-related injuries. The risk of falling increases with each decade of life. The long-term consequences of fall injuries, such as hip fractures and traumatic brain injuries (TBI), can impact the health and independence of older adults. However, falls are not necessarily an inevitable part of aging. In fact, many falls can be prevented. The Falls Risk Module provides assessments, tips and recommendations to assist healthcare professionals in helping prevent unnecessary injury to aging adults due to falls. All healthcare professionals can take actions to protect older adults.

**Interprofessional Geriatric Grand Rounds**

January 10-11, 2016: “Geriatric Education at Florida State University” was presented to the Texas College of Osteopathic Medicine’s Academy of Medical Education by Dr. Paul Katz, MD. In addition, he gave a presentation at John Peter Smith Hospital, simultaneously broadcast to UNTHSC, on “Physician Practice in Nursing Home: Measuring Performance and Assuring Quality Care.” Dr. Katz is a professor of medicine in the Department of Geriatrics at Florida State University in Tallahassee, Florida.

**Reynolds IGET-IT 2017 Presentations**

American Association of College of Osteopathic Medicine Annual Conference April 2017
- Presentation: Web-Based Formative Assessment: An Innovative Way to Assess and Improve Physician/Patient Care Using an Interprofessional Team Approach.
- Poster: EPA Assessment and Crosswalk of a 4th Year Geriatric Clerkship

UNTHSC Research Appreciation Day Poster accepted for April 2017
- Poster: Evaluating the Impact of a 4th Year Core Geriatric Clerkship

American Geriatric Society Annual Scientific Meeting May 2017
- Poster Presentation: Impact of Interprofessional Seniors Assisting in Geriatric Education Program (2009-2017)
- Education Showcase Product: Seniors Assisting in Geriatric Education Curriculum Notebook
Meet the new Reynolds IGET-IT Program Graduate Assistants: Introducing Taylor Keplin and Laci Sherman

Taylor Keplin completed her undergraduate degree in Biology at Hendrix College in Conway, Arkansas. She is working on her Masters of Public Health in Epidemiology at UNTHSC with the goal of working as an applied epidemiologist.

Laci Sherman completed her undergraduate degree in Kinesiology at Southeastern Louisiana University, in Hammond, Louisiana. She is working on her Master of Healthcare Administration with the career goal of a position in organizational management in health services.

Professional Presentations:

- Reynolds Foundation Grantee Meeting (October 2016): Drs. Janice Knebl, Diane Hawley, Lyn Dart, Lynn Jackson, Sandra Marquez-Hall, and program specialist Neika Nowamooz, presented a topic titled “Innovative Interprofessional Education and Practice Instructional Method for the Seniors Assisting in Geriatric Education (SAGE) Program” during a panel discussion.

- At the Grantee Meeting marketplace: Malissa Turner, MEd (Left); Sandra Marquez-Hall, PhD (Center); and Neika Nowamooz, MEd (Right) distributed an updated manual for "Seniors Assisting in Geriatric Education: Interprofessional Team-Based Training, Assignments, and Grading for first and second year interprofessional graduate healthcare students."

- Long time SAGE Liaison, Lynell Bond, retired from her Meals on Wheels Inc. of Tarrant County Vice President of Client Services position on December 21, 2016. Reynolds IGET-IT Program Director, Dr. Sandra Marquez-Hall (left), and SAGE Academic Program Specialist, Neika Nowamooz (Right) honored Lynell (Center) for her commitment to seniors and the UNTHSC SAGE Program with a special plaque at her official retirement reception.

- Also distributed at the Reynolds Grantee Meeting Marketplace was the NBOME Learning Center website link to the "Falls Risk" and "Elder Mistreatment" ICIM Modules.