

Geriatric Interprofessional Team Training– A New Training Experience

1. **Who?** - This new training experience has been developed especially for **medical, social work, pharmacy, and nursing students** to develop their competencies in the care of older adults, their family caregivers, Alzheimer’s disease (AD) management, and interprofessional team building.
2. **What?** – *Immediately* following brief traditional instruction, students *directly* apply new geriatrics knowledge to longitudinal assessments of a standardized patient (SP) combined with roles from each discipline. Students meet “Mrs. Clermont”, a 78 year old woman with memory problems and her daughter, “Linda”. During the first encounter with the patient and daughter, the interprofessional student teams review Mrs. Clermont’s prior assessments and determine her primary diagnosis. Then the students explain the cause of her cognitive and functional impairments and make treatment recommendations. During two subsequent encounters, simulating 10 years of disease progression, the students develop a plan of care to assist Mrs. Clermont and Linda understand and cope with her Alzheimer’s Dementia utilizing medical, nursing, pharmacy and social work skills.
3. **When?** - Three sessions are offered three consecutive Mondays for three hour sessions, two months out of the year.
4. **Where?** – The University of Cincinnati College of Medicine **Simulation Center**.
5. **Why?** - Chronic illness is common among older adults. AD is one example of a complex chronic disease that affects older people. Interprofessional training experience demonstrates the need for team strategies to assist affected patients and families. It also deepens perspective on managing a progressive disease over several years of illness. This experience prepares future clinicians of various disciplines to function more effectively in the context of interprofessional teams. Each session concludes with *immediate feedback from the standardized patients* providing a “high yield” opportunity to immediately *apply* clinical and communication skills AND cement the concepts.
6. **Faculty!** - One faculty member from medicine, social work, pharmacy and nursing model interprofessional team cooperation by presenting brief instruction, monitoring the standardized patient interview, discussion of case, and facilitating feedback from standardized patient.
7. **Reference** - The training content was adapted from two primary sources: 1) the Longitudinal Encounters with Alzheimer’s Disease Standardized Patients (LEADS) program developed at the University of Cincinnati for training interdisciplinary groups of residents and 2) the Geriatric Interdisciplinary Team Training Program, funded by the John A. Hartford Foundation program.
8. **Sponsored by** - University of Cincinnati Reynolds Foundation Next Step Award. Ohio Valley Appalachia Regional Geriatric Education Center, HRSA Award.
9. **Questions?** Please contact Irene Moore, MSW at 513-584-0798 or irene.moore@uc.edu



INTERPROFESSIONAL TEAM TRAINING
PREPARATION

9:00 A.M. – 10:00 A.M.	Medical, Pharmacy, Advance-Practice Nursing and Social Work faculty member and four students from each discipline meet. Key aspects of that session's goals are discussed. (15 minutes for each faculty member.)
10:15 A.M. – 10:35 A.M.	<ul style="list-style-type: none"> ● Faculty and learners review the <i>36-Hour Day</i> prior to session one. ● Learners receive a one-page written orientation. <p>The team interviews Mrs. Clermont and Linda. Interdisciplinary learners meet with the “patient” and her “daughter” for 30 minutes to gather information and listen to their story.</p>
10:15 A.M. – 10:35 A.M.	Interprofessional faculty in a “central monitoring” room observe the interviews.
10:35 A.M. – 10:45 A.M.	<p>Learners exit the room and prepare assessment and plan</p> <p>SPs begin evaluation</p> <p>Interdisciplinary learners meet with one another to discuss their impressions of the case and to construct a plan of action.</p>
10:45 A.M.. – 10:55 A.M.	<p>Learners present assessment and plan to Mrs. Clermont and Linda.</p> <p>The team has an opportunity to present the assessment with input from their field of expertise. Mrs. Clermont and Linda respond.</p> <p>Students begin evaluation</p>
10:55 A.M. – 11:00 A.M.	<p>Learners in hall</p> <p>SPs complete evaluation</p> <p>Conclude</p> <p>Interdisciplinary learners reflect on how the presentation played out/went with Mrs. Clermont and Linda.</p>
11:00 A.M. – 11:10 A.M.	<p>Learners re-enter the room for feedback.</p> <p>The standardized patients (SP) give the interdisciplinary team direct feedback on their role as professionals. The team has time to reflect on the process. The SPs identify where things went well and areas for improvement.</p>
11:10 A.M.	<p>Learners return to the conference room</p> <p>The interdisciplinary learners and instructors reflect on the experience and what was learned.</p> <p>Students conclude evaluation</p>
12:00 P.M.	<p>The session concludes.</p> <p>Faculty evaluation</p>

(The above schedule applies to all three Interprofessional team training sessions.)