



Interprofessional Geriatrics Curriculum (IPGC)



Orientation Packet 2019-2020



2019-2020
INTERPROFESSIONAL GERIATRICS CURRICULUM (IPGC)

STUDENT ORIENTATION AGENDA

University of Southern California
Dental Hygiene, Medicine, Occupational Therapy, Pharmacy, Physical Therapy,
Physician Assistant, Psychology and Social Work

12:30 p.m. – 1:00 p.m.	Arrival & Sign-In
1:00 p.m. – 2:00 p.m.	Lunch, Faculty Introductions, Team Building Exercise, and Elevator Speech
2:00 p.m. – 2:30 p.m.	Aging and Culture (Social Work Video)
2:30 p.m. – 2:45 p.m.	Structure of the Day and Effective Use of an Interpreter
2:45p.m. – 3:05 p.m.	Welcome Community Partners Presentation  Menorah House  Telacu
3:05 p.m. – 3:15 p.m.	Physical Activity and Bathroom Break
3:15 p.m. -3:35 p.m.	How to Conduct a Home Visit & “My Story”
3:35 p.m. – 3:55 p.m.	National Center on Elder Abuse Presentation
3:55 p.m. – 4:25 p.m.	Reflective Writing, Collaborative Care Planning, and Student Survey
4:25 p.m. – 4:30 p.m.	IPGC Video
4:30 p.m. – 4:35 p.m.	Questions & Answers



Interprofessional Geriatrics Curriculum (IPGC)

COURSE SYLLABUS

Faculty:

<i>Dental Hygiene</i>	Joyce Sumi <i>jsumi@usc.edu</i>	
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Coordinator: Sandra Vasquez | vasquez2@usc.edu (626) 457-4219
 Yeini Guardia | yeini.guardia@med.usc.edu (626) 457-6638

Course Locations:

Site 1	Site 2	Site 3	Site 4
Telacu - Pointe	Menorah House Pico/Veteran Site	Telacu - Vistas	Menorah House Beverly Hills
3100 Fletcher Drive Los Angeles, CA 90065	10961 W. Pico Blvd. Los Angeles, CA 90064	4900 Via Marisol Los Angeles, CA 90042	225 N. Crescent Drive Beverly Hills, CA 90210

Description of Course:

This course aims to provide the students with interprofessional clinical training in the care of an older adult in a community based senior housing facility, recognizing the critical role of collaborative health care for the maximal well-being of the person. Students will work in interprofessional (IP) teams that include seven students, an IP faculty and an older adult resident at a community-based senior housing facility to (1) learn fundamentals of geriatric health care, (2) better appreciate the opportunities for and barriers to obtaining healthcare (3) understand team-based health care, and (4) learn how a home visit enhances the holistic understanding of the older adult. The students will meet with the older adult at three different sessions, perform IP health screenings and provide health education. These meetings will occur on-site at the older adult resident's housing facility. Please note that our housing facility partners serve low-income older adults, age 62 or older. As IPGC involves students from multiple health professions, overlap is expected. Students will learn about the differences and similarities between professions. Furthermore, they are expected to develop an appreciation for how different professions can address the same care concerns but through different lens, which can enhance the way they use this information with future patients.

Learning Process:

Learning will occur through short lectures, discussion, case-based application activities, dyad work and team-based home visits with an older adult resident. Students are encouraged to review preparatory content prior to sessions in order to enhance discussion, learning and participation. The course is designed to provide students with diverse opportunities to integrate knowledge.

Learning Objectives:

1. Verbalize an understanding of an **interprofessional team approach** through experiential learning with older adult care.
2. Articulate the **integral role that each profession adds to older adult care** by using an older adult as a model.
3. Describe and screen for **baseline and current functional abilities** (basic and instrumental activities of daily living) in an older adult.

4. Perform and interpret a **cognitive screen** in older adults for whom there are concerns regarding memory or function.
5. Assess the physical **home environment** and identify potential home modifications and/or behavioral changes to improve safety and ease of daily living. Assess for fall risk, including functional assessments and observing the resident rise from a chair and move around their home environment.
6. Identify the **psychological, social and spiritual needs of older adults** and their family members, and link these identified needs with the appropriate interdisciplinary team members and resources.
7. Perform a **needs assessment** for older adults presenting with functional deficits, including adaptive interventions and involvement of interdisciplinary team members from multiple disciplines.
8. Collect a thorough **medication history** and describe the utilization of the Beers Criteria for identifying potentially high risk medications in older adults.
9. Perform a general oral health screening using the Oral Health Assessment Tool to recognize apparent oral disease and provide guidance for management.

Student Pre-requisites:

Students are asked to visit the GWEP website at <http://gwep.usc.edu/> to register and create an account. Once students have registered and your account has been approved, you will have access to viewing the following information:

- IPGC brochure;
- Curriculum;
- Welcome video;
- Information on sites; and
- USC Image Release Form

Student Expectations:

After attending each IPGC session, you are asked to complete a student reflection form, no later than one week after your visit. Once completed, please forward a pdf copy to your respective faculty member and to Sandra Vasquez vasquez2@usc.edu (*unless otherwise specified by your profession's faculty). The reflection form along with the "Reflective Ability Scoring Rubric" are located on the GWEP website, along with other program information.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessmentresponse-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations.

<http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

<https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.
Provides overall safety to USC community. <http://dps.usc.edu>

COURSE SCOPE AND SEQUENCE

Orientation Date:
September 13, 2019
Time: 12:30-4:30 pm
Location:
Luminarias Restaurant
3500 W. Ramona Boulevard
Monterey Park, California 91754

<p>Teams 1-6 <i>Telacu Pointe</i></p> <p>October 4, 2019 November 15, 2019 January 31, 2020</p>	<p>Teams 7-12 <i>Menorah House Pico/Veteran</i></p> <p>October 4, 2019 November 15, 2019 January 31, 2020</p>	<p>Teams 13-18 <i>Telacu Vistas</i></p> <p>October 11, 2019 December 6, 2019 February 7, 2020</p>	<p>Teams 19-24 <i>Menorah House Beverly Hills</i></p> <p>October 11, 2019 December 6, 2019 February 7, 2020</p>
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Wrap Up Date: February 21, 2020
Time: 12:30-4:30 pm
Location:
Luminarias Restaurant
3500 W. Ramona Blvd.
Monterey Park, CA 91754

Site visits Fridays 1:15 –4:30 pm

1:15 - 2:00 Faculty/student didactic session	3:45 - 4:00 IP team small group meeting
2:00 - 2:15 IP team small group pre-meeting	4:00 - 4:15 IP large group meeting
2:15 - 3:45 In-home visits with older adult residents	4:15 - 4:30 Wrap up/final comments

Session #1:	October 4, 2019 and October 11, 2019	Home Environment / Cognitive Function and Physical Function <i>Lead by Occupational Therapy and Physical Therapy</i>
Session #2:	November 15, 2019 and December 6, 2019	Medication Reconciliation and Mental Health/Community Resources <i>Lead by Pharmacy and Social Work/ Psychology</i>
Session #3:	January 31, 2020 and February 6, 2020	Nutrition and Oral Health <i>Lead by Medicine and Dental Hygiene</i>

Subject of Lesson: During this first session, students will focus on establishing rapport and getting to know their older adult resident. This session focuses on functional cognition, physical fitness and home safety for older adults. Students will have an opportunity to practice common assessments and screeners for these areas, including the Mini-Cog, Timed Up and Go (TUG), 30 second sit to stand, and 4 stage balance test.

Objectives:

Dental

Hygiene Associate cognitive and physical function impairments with increased levels of plaque and other oral health problems related to oral hard and soft tissues. Deterioration of cognitive can affect functional changes that complicate oral care.

MD / PA Overview of signs of cognitive decline through medical history. Risk assessment and morbidity and mortality associated with falls and decline in physical function. Awareness of value of home assessment for identification of risks to safety and wellbeing.

OT Screen for functional cognition and physical function in daily life, as well as remediation/adaptation strategies to ensure optimal functional engagement and safety. Identify risk factors for falls. Articulate essential components of home evaluation and recommendations for safe and functional engagement in daily life (e.g., modifications and equipment). Verbalize understanding of related concepts such as aging in place and least restrictive environment.

Pharm Develop strategies to help patients with cognitive and physical deficits maintain adherence to medications. Utilize the Beers criteria to identify medications associated with cognitive impairment and fall risk (mobility, balance, hypotension, and bradycardia).

PT Evaluation of safety awareness, safe utilization of assistive devices, impact of regular activity on mental health status. Home safety assessment and recommendations (stairs, handrails, ramps, bathroom equipment), balance and vestibular assessments.

Psych Overview of psychosocial factors that maintain cognitive functioning and strategies older adults use to preserve mastery. Understand how declines in cognitive functions impact psychological functioning. Overview of assessing older adults' ability to make decisions about living independently for the purpose of aging in place as long as possible.

SW Obtain history and assess precipitating stressors and current factors impacting cognitive function. Assess economic and biopsychosocial challenges and facilitators in maintaining home safety; provide referrals for financial & community-based programs that assist with home safety needs.

Session 2 – November 15, 2019 and December 6, 2019

Medication Reconciliation and Mental Health/Community Resources

Subject of Lesson: This session will include an exploration of polypharmacy and medication management in older adults, and provide mental health/community resources. The session will also describe the importance of screening for mental health concerns and mental health needs including depression, anxiety and loneliness. Articulate ways to identify community resources for older adults, especially as relate to engagement in meaningful activities.

Objectives:

Dental

Hygiene Discuss medications and medical treatment that can affect the mouth including therapies that require modifications of dental care. Identify negative effects that medications may have on oral health.

MD / PA Medical history and exam, evaluation of medications.

OT Identify systems that can be employed to assist in adherence, such as pill boxes and drug calendars. Discuss functional assessments to identify how medications and associated side effects impact daily activity.

Pharm Describe the effects of mental health on medication adherence. Describe considerations for the selection and monitoring of antidepressant and insomnia therapy in the elderly.

PT Assess for level of participation in regular exercise program, including walking. Benefits of moderate exercise for 20-30 minutes a day is proven to help prevent/treat depression. Exercising with others has added benefit of providing social interaction for those who might be isolated.

- Psych** Assess cognitive deficits and recommend strategies to maintain cognitive skills needed to age in place. Consider differential diagnosis of psychiatric conditions that have an impact on cognitive functioning.
- SW** Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging related risk. Identify, understand, and implement appropriate screening and assessment tools for older adults. Screen social, financial, cultural and spiritual resources and preferences of older adults to ensure recommendations for home and community based services are culturally appropriate and preferred. In partnership with older adults, use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform comprehensive intervention recommendations.

Session 3 – January 31, 2019 and February 7, 2019

Nutrition and Oral Health

Subject of Lesson: This final session wraps up the time the students have with their resident.

Special Note: This is the final session students have with their resident. They may choose to bring a thank you note and/or small gift for their resident.

Objectives:

Dental

Hygiene Recognize major mouth issues that older adults may have. Conduct an oral health screening utilizing the Oral Health Assessment Tool to help find and document mouth problems. Assist in developing oral hygiene care strategies and provide referrals for professional care as needed.

MD / PA Overview of diet, history, evaluation of common causes of weight loss, nutritional screening and common issues that impact nutrition in the older adult.

OT Verbalize the importance of balanced nutritional intake, the relationship between daily activities, culture and eating practices, as well as functional and behavioral feeding issues.

Pharm Develop strategies to help patients with cognitive and physical deficits maintain adherence to medications. Utilize the Beers criteria to identify medications associated with cognitive impairment and fall risk (mobility, balance, hypotension, and bradycardia).

- PT** Evaluation of safety awareness, safe utilization of assistive devices, impact of regular activity on mental health status. Home safety assessment and recommendations (stairs, handrails, ramps, bathroom equipment), balance and vestibular assessments.
- Psych** Overview of psychosocial factors that maintain cognitive functioning and strategies older adults use to preserve mastery. Understand how declines in cognitive functions impact psychological functioning. Overview of assessing older adults' ability to make decisions about living independently for the purpose of aging in place as long as possible.
- SW** Obtain history and assess precipitating stressors and current factors impacting cognitive function. Assess economic and biopsychosocial challenges and facilitators in maintaining home safety; provide referrals for financial & community-based programs that assist with home safety needs.

Interprofessional Geriatrics Curriculum (IPGC)

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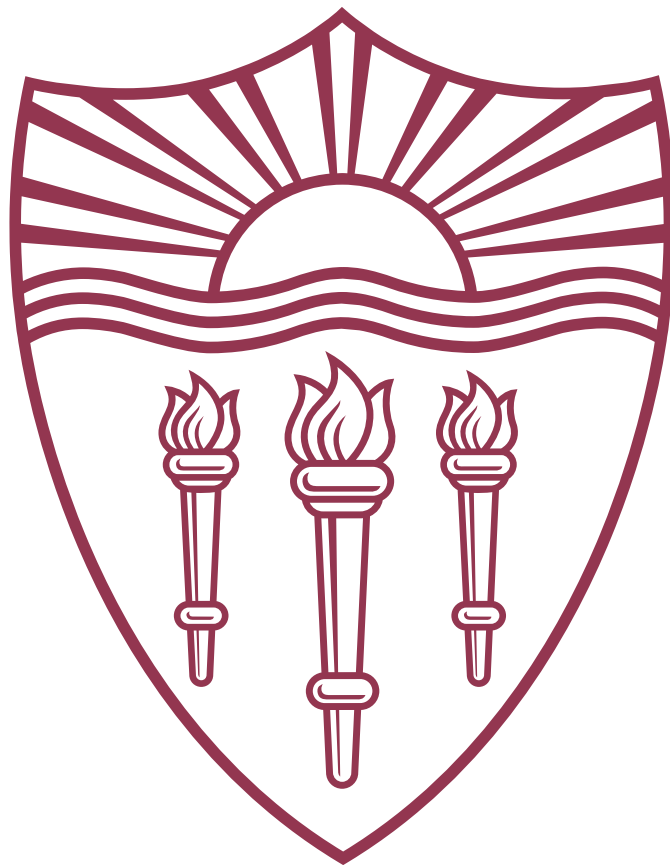
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