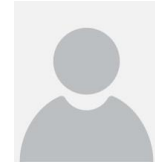


Overcoming barriers to interprofessional education in gerontology: the Interprofessional Curriculum for the Care of Older Adults

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Abstract (600)

A fragmented workforce consisting of multiple disciplines with varying levels of training and limited ability to work as a team often provides care to older adults. Interprofessional education (IPE) is essential for preparing practitioners for the effective teamwork required for community-based, holistic, person-centered care of the older adults. Despite numerous programs and offerings to advance education and interdisciplinary patient care, there is an unmet need for geriatric IPE, especially as it relates to community-dwelling older adults and caregivers in medically underserved areas. A core group of university faculty from multiple disciplines received funding from the Health Resources and Services Administration Geriatric Workforce Enhancement Program to collaborate with community-based providers from several Area Agencies on Aging in the creation and implementation of the Interprofessional Curriculum for the Care of Older Adults (iCCOA). This geriatric curriculum is

interprofessional, comprehensive, and community-based. Learners include third-year nursing students, nurse practitioner students, third-year medical students, internal medicine and family medicine residents, master's level social work students, third-year pharmacy students, pharmacy residents, third-year dental students, dental hygiene students, community-based organization professionals, practicing community organizers, and community health navigators. This article describes the efforts, successes, and challenges experienced with this endeavor, including securing funding, ensuring equal representation of the disciplines, adding new components to already crowded curricula, building curriculum on best practices, improving faculty expertise in IPE, managing logistics, and ensuring comprehensive evaluation. The results summarize the iCCOA components, as well as the interprofessional domains, knowledge, and competencies.

Importance of research (200)

A fragmented workforce consisting of multiple disciplines with varying levels of training and ability to work cohesively often provides care to older adults. Interprofessional education (IPE) is essential for preparing practitioners for the effective teamwork required for holistic, person-centered care of the older adults. According to the Education Task Force of the American Association of Colleges of Pharmacy,

attitudes that result in interprofessional team behaviors and competence.¹

IPE involves educators and learners from two or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment. The

This can be a seemingly insurmountable task for educators. In fact, intermittent exposure to other disciplines during a small number of group activities may be insufficient to achieve this goal in academic medical centers² or community-based educational projects.³ Comprehensive curriculum planning, development, and implementation are required for learners to become competent team members.

goal of these efforts is to develop knowledge, skills, and

Biography (200)

Sara Schapmire, earned her PhD in Social Work from the University of Louisville and she holds appointments as Associate Professor at University of Louisville's School of Medicine and Affiliated Associate Professor in the Kent School of Social Work. Dr. Sara research interests include psychosocial oncology, gerontology, palliative care, and inter-professional education (IPE). She is co-investigator on an NIH project to develop a critical mass of competent equipped oncology educators skilled in the development and implementation of IPE for palliative oncology care. She is co-investigator on two HRSA grants aimed at development of an interprofessional gerontology curriculum for learners in medicine, nursing, social work, dentistry, and pharmacy. As a co-investigator on the Kentucky LEADS Collaborative, she and her team are dedicated to reducing the burden of lung cancer in Kentucky and beyond through development, evaluation, and dissemination of novel, community-based interventions to promote provider education, survivorship care, and prevention and early detection regarding lung cancer.

About Institution(200)

"The University of Louisville Trager Institute is home to the Republic Bank Foundation Optimal Aging Clinic. We innovate the aging experience for individuals, community, and industry through leading-edge clinical practice, collaborative research, and inter-professional education. We are dedicated to bringing about a new vision of aging where individuals and

society are able to approach aging as an opportunity. The UofL Trager Institute is a non-profit affiliated with the University of Louisville in Louisville, Kentucky. We are a hub of life-long wellness and learning that improves the lives of older adults and transforms our understanding of healthcare."



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