

Interdisciplinary Teamwork in Geriatrics

MEDI 285; AHSC 285; SOWO 385 - Fall 2002

Course Summary

This 3 credit-hour course will emphasize the acquisition of skills and competencies necessary to effective interdisciplinary geriatrics care and leadership in a variety of settings, including rural and/or underserved communities. The course includes case- and problem-based learning, presentations on aspects of teamwork, observations of practicing teams, interviews with team members, and a service-learning project.

Each session will include three components:

- ⇒ TOPICS - case- or problem-based exercises to demonstrate key issues in aging and practice principles in geriatrics
- ⇒ TEAMWORK - issues in interdisciplinary teamwork
- ⇒ TOOLS - strategies and methods for addressing particular problems or challenges

Students and Faculty

A central feature of the learning experience arises from the mix of faculty and students who are part of this course. An interdisciplinary group of faculty work together to design this course, drawing upon experiences in geriatrics on the campus and in the community. Similarly, students in the course represent a variety of health and social service disciplines. Students and faculty share their knowledge to enrich the discourse and learning about older adults and teamwork. Student project teams are identified to ensure diverse professional perspectives are brought to bear on community-based needs. This course is for students who have a desire to become effective members and leaders within interdisciplinary teams serving older adults.

Course Time and Location

The course will be held in the Fall 2002 on Tuesday evenings from 6-9PM.

It will be in Room 112 of Wing B of the Medical School.

The course syllabus can be accessed by the website: blackboard.unc.edu ; Enter your log in and password

Text and readings

1. Busby-Whitehead J, Hunter R, Kincade J, Ashford-Works C, Britnell M, Van Heusen-Causey S. (Eds.) *Making a Difference in the Lives of Rural Elders: Building Teams and Community Relationships*. Program on Aging, UNC-CH School of Medicine, 1999.¹
2. Busby-Whitehead J, Hunter R, Kincade J, Ashford-Works C, Britnell M, Van Heusen-Causey S. (Eds.) *Making a Difference in the Lives of Rural Elders: Interdisciplinary Approaches to Health and Well-Being*. Program on Aging, UNC-CH School of Medicine, 1999.²
3. Readings per class session; there will be an online syllabus and assignments
4. Supplemental readings. Students will choose **one** from this list. Other literature that promotes learning about aging & culture will also be considered for this assignment.
 - Fadiman, Anne. [The Spirit Catches You and You Fall Down](#). A true story of spiraling conflicts between Western medicine and disparate health beliefs that collectively weak havoc in a young girl's life. It forces you to confront your beliefs and the possibility that you can do harm despite meaning well --Make this a priority if you have not read it!
 - [The Delancy Sister's Book of Wisdom](#)
 - Snowdon, David. 2001. [Aging with Grace](#). New York: Bantam. A delightful account of the Nun Study, providing insight into Alzheimer's Disease and the many factors involved in successful aging.
 - Price, Reynolds. [A Whole New Life](#). Beautifully written, this book recounts Price's tortuous illness and encounters with the health care system.
 - Kidder, Tracy. 1993. [Old Friends](#). Boston: Houghton Mifflin. A tale of life in a nursing home and friendship that accompanies the journey.

Faculty contributing to this course:

Jan Busby-Whitehead, MD, Course Director

Rebecca Hunter, M.Ed., Course Co-Director, rh@med.unc.edu , 966-6974

Sue Coppola, MS, OTR/L, BCG, Course Co-Director, scoppola@med.unc.edu ; 966-9006

Celia Hooper, PhD, Speech Language Pathology

Carol Giuliani, PhD, PT

Florence Soltys, MSW, ACSW, CCSW

Mary Roth, PharmD

Nansi Greger-Holt, RN, MSN, FNP, MPH

Judy Miller, PhD, RN

Mary H. Palmer, PhD, RNC, FAAN

Sally Maurellio, School of Dentistry

Faculty from other UNC-CH health professions schools and departments, community practitioners, and older persons

Course Preparation and Assignments

- * The course syllabus with readings and assignments can be accessed by the website: blackboard.unc.edu
- * Students are expected to read materials and complete assignments prior to class.
- * The last hour of most class sessions will be used for group project work.

Course Units:

Unit I - Overview of Interdisciplinary Teamwork in Geriatrics

Unit II - Interdisciplinary Approaches to Assessment and Care

Unit III: Elements of Effective Teamwork

Unit IV: Key Competencies for Improving Health Outcomes

Unit I: Overview of Interdisciplinary Geriatrics Practice

Objectives:

- Explain the rationale, characteristics, benefits, and challenges of interdisciplinary approaches to the care of older persons.
- Describe the competencies and contributions of health-care and related practitioners who care for older people.
- List and describe basic practice principles in caring for older persons, especially those living in rural or underserved areas.

Session 1: *Foundations of Interdisciplinary Geriatrics Practice* - August 20

Session 2: *Developing Teams: Competencies and Roles of Health Care Professionals and Other Team Members* - August 27

Session 3: *Practice Principles across the Spectrum of Need* - September 3

Unit II: Interdisciplinary Approaches to Assessment and Care

Objectives:

- Assess physical, cognitive, emotional and social functioning using a team approach.
- Describe how treatment goals are determined and implemented by a team.
- Discuss approaches to engaging and supporting the older person, the family and caregivers in care planning and implementation.
- Apply a consultative process model to address an issue in a healthcare setting.

This unit will address case based issues in assessment and practice and the methods and perspectives of various team members. For each session specific disciplines will have a preliminary problem-based assignment for preparation prior to the class. They will present their findings to other class members to launch the discussion for that session. They will then provide a learning session to share key knowledge from their discipline about older adulthood. See specific disciplines per session below.

Session 4: *Geriatric Team Assessment I: Models and Process* - September 10
Dentistry/dental hygiene

Session 5: *Geriatric Team Assessment II: Models and Process* - September 17
Nutrition/pharmacy

Session 6: *Geriatric Team Assessment III: Models and Process* - September 24
Rehabilitation Counseling and Psychology/ Physical Therapy/
Occupational Therapy

Session 7: *Interdisciplinary Care Planning and Treatment Implementation I* -
October 1
Nursing/medicine

Session 8: *Interdisciplinary Care Planning and Treatment Implementation II* -
October 8
Social work/Speech Language Pathology

Session 9: *Consultation and Community Collaboration* - October 15
Health education/health administration

Unit III: Elements of Effective Teamwork

Objectives:

- Describe the effects of professional socialization, personal style, and team dynamics on team membership and leadership.
- Use effective communication strategies and conflict resolution strategies in teamwork.
- Perform accurate self-appraisals regarding one's own roles and style in functioning as an interdisciplinary team member.
- Identify stages in development and maintenance of interdisciplinary healthcare teams.

This unit will use case based discussion to illuminate the process of teamwork. Students will appraise their own communication as well as the functioning of various teams. We will construct strategies to build teams, optimize collaboration and resolve conflicts.

Session 10: *Elements of Personal and Team Effectiveness* - October 22

Session 11: *Building and Maintaining Effective Team Communication*- October 29

Session 12: *Managing Growth and Resolving Conflict*- November 5

Unit IV: Key Competencies for Improving Health Outcomes

Objectives:

- Identify requirements of cultural competency in working with older persons and communities.
- Describe major considerations in interdisciplinary analysis of ethical dilemmas in aging.
- Identify models and strategies for effective leadership in the care of older people.
- Apply adult education principles to develop and test an instructional unit for providers in a healthcare setting.

This unit will focus on competencies of leaders in the field of geriatrics. These competencies involve the application of humanitarian, practical and theoretically sound standards of action. Experts in advocacy, ethics, multiculturalism, and leadership will be brought in to share their experience and lead a dialogue about leadership in aging.

Session 13: *Advocacy and Ethical Decision Making* - - Nov 12

Session 14: *Multiculturalism: Cultural Competency & the Extended Team* - Nov 19

Session 15: *Leadership and Program Development* - Nov 26

Session 16: *Synthesis and Evaluation / Project Presentations*- Dec 3

Project presentations by students to invited faculty, community mentors, and others; Final evaluation and debriefing.

Graded Assignments/Due Dates

Assignment	Description	Due Date
Team Observations	Two forms -based upon visit to local teams. - 5% of grade	Oct 15 team 1 Oct 29 team 2
Team reflection	Form - based on student team performance - 10% of grade	Oct 22
Leadership Development Project	Evidence and two page description of growth in: consultation, teaching, program development and leadership - 15% of grade	Draft1 - Oct 29 Final - Nov 19
Class Participation	Preparation for class and active engagement in course discussion and projects -10% of grade	
Team project with a community agency	Work as a student team will be evaluated based upon: self-assessment, presentation to community sponsor, deliverables, written report to agency and poster presentation on the last day of class. - 60% of grade	Presentation Dec 3

Grading Scale

Total Grade score	Pass - Fail Scale	A-F Scale
95-100	High Pass	A
88-94	Pass	B
80-87	Pass	C
70-80	Low Pass	D
69 or below	Fail	F

