

# Interdisciplinary Teamwork in Geriatrics

---

**MEDI 285; AHSC 285; SOWO 385 - Fall 2003**

## Course Summary

This 3 credit-hour course will emphasize the acquisition of skills and competencies necessary to effective interdisciplinary geriatrics care and leadership. With emphasis on a variety of settings in rural and/or underserved communities, the course includes case- and problem-based learning, presentations on aspects of teamwork, observations of practicing teams, and interviews with team members. In addition, learners will gain team-building skills through an interdisciplinary 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

## The Learning Experience

This course is for students who have a desire to become effective members and leaders within interdisciplinary teams serving older adults. The interdisciplinary faculty and students who are part of this course provide a unique learning experience. Faculty instructors design the course by drawing upon their geriatrics experiences both on 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, benefiting both the group members and the community that is served.

## 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](http://blackboard.unc.edu) ; Enter your log in and password.

### Faculty contributing to this course:

**Jan Busby-Whitehead, MD**, Course Director

**Rebecca Hunter, M.Ed.**, Course Co-Director, [rh@med.unc.edu](mailto:rh@med.unc.edu) , 966-6974

**Sue Coppola, MS, OTR/L, BCG**, Course Co-Director, [scoppola@med.unc.edu](mailto:scoppola@med.unc.edu) ; 966-9006

**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 Maurello**, 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](http://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.

### Graded Assignments/Due Dates

Assignment	Description
Team Observations	Two forms -based upon visit to local teams. -
Team reflection	Form - based on student team performance -
Leadership Development Project	Evidence and two page description of growth in: consultation, teaching, program development and leadership
Class Participation	Preparation for class and active engagement in course discussion and projects
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

## **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:     August 19: Foundations of Interdisciplinary Geriatrics Practice**

**Session 2:     August 26: Developing Teams: Competencies and Roles of Health  
Care Professionals and Other Team Members**

**Session 3:     September 2: Practice Principles across the Spectrum of Need**

## **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: September 9 : Oral Health**

**Session 5: September 16: Nutrition and Pharmaceutical Aspects of Care**

**Session 6: September 23: Fostering Mobility, Function Engagement and Effective Coping**

**Session 7: September 30: Addressing Medical Issues**

**Session 8: October 7: Socio-emotional and Familial Aspects of Care**

## **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 9: October 14: Elements of Personal and Team Effectiveness**

**Session 10: October 21: Communication, Change and Successful Conflict Resolution**

**Session 11: October 28: Consultation and Community Collaboration**

## 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 12: November 4: Prevention and Healthy Aging**

**Session 13: November 11: Advocacy and Ethical Decision Making**

**Session 14: November 18: Multiculturalism: Cultural Competency and the Extended Team**

**Session 15: November 25: Leadership and Program Development**

**Session 16: December 2: Synthesis and Evaluation / Project Presentations**

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

## 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.<sup>1</sup>
  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.<sup>2</sup>
  3. Readings per class session; there will be an online syllabus and assignments
  4. Supplemental readings. Students will choose **one** from this list, or a related book that is approved by instructors. 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 wreak 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 Delaney Sister's Book of Wisdom
    - Snowden, 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.
-

