



Care for Elders: An Interprofessional Modular Curriculum

Division of Community Geriatrics, Department of Family Practice, UBC



Vision/Dream: Every BC senior will participate in effective 'care for elders' with informed interprofessional teams in order to maximize their functioning

Path to vision: Interprofessional education and interdisciplinary research to promote interprofessional team functioning in care for elders

Present project: Developing and implementing an interprofessional modular curriculum for geriatrics

Interprofessional Modular Curriculum

Target learners: undergraduate, postgraduate, continuing professional development

Facilitators: non-expert

Pre-reading: 1 ½ hours, evidence based

Style: case based

Structure: stand alone two hour modules in the context of a possible 15 week course

Mode of delivery: small group face to face (with a possible move to internet teaching later)

Objectives:

1. To improve interprofessional team functioning
2. To learn basic geriatric evidence based content
3. To foster self-directed learning
4. To ultimately improve health care for elders

Curriculum Topics

- Successful Aging (**currently being revised**)
- Interprofessional Team Work (**to be revised**)
- Falls (**currently being revised**)
- Medications and the Older Adult
- Chronic Neurological Disorders
- Depression and Grief
- Dementia I (early)
- Dementia II (late)
- Delirium
- Persistent Pain
- Palliative Care
- Informal Support Systems
- Continence
- Nutrition, Oral Health and Dysphagia
- Patient Safety
- Communication: Hearing Loss in Elders

Partners

- Department of Family Practice
- Department of Psychiatry
- Department of Medicine
- College of Health Disciplines
- School of Nursing
- School of Rehabilitation Sciences
- School of Occupational and Environmental Hygiene
- School of Audiology and Speech Sciences
- School of Dentistry
- Seniors Representative
- Others to be defined



Evaluation

Immediate:

- Degree of complexity in case
- How could case be improved?
- Completeness of pre-readings
- Facilitator functioning
- Write down two or three things newly learned

At Six Months or One Year: Proposed Qualitative Project:

- What did you learn?
- What have you changed in your care of patients as result of the learning?
- Has the learning experience changed your team interactions and how?

Non-expert Facilitation Training

Written Guide: Key Points

- Guide, do not lecture!
- Ask group to introduce themselves
- Ask for volunteers for scribe, timekeeper, reader
- Talk as little as possible, but as much as necessary
- Questions are the best form of interventions
- Illuminate group functioning issues
- Identify teaching moments

Video:

To demonstrate:

- poor, fair and good facilitation styles

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