An Interprofessional Approach to Educating Students about Community Living Facilities
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Introduction
The interprofessional medical team is increasingly important for optimal care of geriatric patients. Our aim was to design a curriculum to educate medical and health professions students about the interprofessional team and community facilities where patients reside.

Methods
Pre-course work includes an online module that teaches students the roles and responsibilities of interprofessional team members. The module is available on the Portal of Geriatrics Online Education (POGOe).1 Students from UT Southwestern School of Health Professions, including physical therapy, occupational therapy, rehabilitation counseling, prosthetics and orthotics, radiation therapy, and nutrition, and pre-clinical UT Southwestern medical students meet in groups of 12-22 students at a local nursing home or assisted living facility. They receive a tour of the facility and education about resources, staffing, and costs in various facilities. Mini-cog and Timed Up and Go (TUG) test are reviewed. Students assemble into groups of 2-3 to meet a resident of the facility, obtain a history, and perform the Mini-cog and TUG. Finally, they meet in small groups of 6-8 students with a faculty member to discuss the residents interviewed and "round" on the residents as a group. The students then complete a self-evaluation tool to evaluate the participants’ knowledge, skills and attitudes. The curriculum was piloted in the 2014-2015 school year.

Results
A total of 327 students participated, including 211 medical students, and 116 health professions students. The self-evaluation tool reflected an overall positive experience by the students. For example, 82.46% of students responded "strongly agree" to “this was a valuable experience for my training as a physician/health professional;” 94.15% of students responded "strongly agree" to “each member of an interprofessional healthcare team has expertise and valuable input for the care of an older individual.” Coordinating schedules of staff at the facilities, residents, 327 students, and faculty members was challenging.

Conclusions
We created an interprofessional team activity for students to learn about long-term care, roles of team members and community facilities. The experience showed a positive outcome for knowledge, skills, and attitudes. We conclude that introducing interprofessional students to residents in facilities using a focused and practical activity highlights the interdisciplinary approach in long-term settings and enriches students’ education.

References
1. Tara DuVal, MD, University of Texas Southwestern Medical School. Roles & Responsibilities. POGOe - Portal of Geriatrics Online Education; 2014 Available from: https://pogoe.org/webgem/15013