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## Stanford Geriatric Education Center (SGEC)

*Dolores Gallagher-Thompson, PhD, ABPP, Director*  
*Melen McBride, PhD, RN, GSAF, Associate Director, Emerita*  
*Eunice Rodriguez, DrPH, Evaluator*

### **Korean Scholars**

In spring 2010 the Stanford Geriatric Education Center (SGEC) formed a multidisciplinary group of seven Korean scholars who participated in the SGEC Mini-Fellowship in Ethnogeriatrics. They are involved in teaching and research in institutions in five states and in Korea and are doing research on health care for Korean American elders. It is a unique occurrence at SGEC to have so many trainees of the same ethnicity who are interested in the same population.

The goals of the SGEC Korean Scholars Group are to: share resources and experiences on research issues in this population; collaborate on publications, presentations and projects; support each other in teaching and research about caregiving; and provide helpful tips for research and writing activities.

The group is working on a journal issue about Korean American and Korean elders with a possible release by spring 2011. Members of the Korean Scholars Group are: Bangwha Casado, PhD (Social Work, MD); Jennie De Gagne, PhD, RN (Nursing, NC); Jane Kim, PhD (Nursing, CA and Korea); MinJu Kim, PhD, RN (Nursing, IL); Yookyung Kwon, PhD (Psychology, CA); Hee Lee, PhD (Social Work, MN); and Sang Lee, PhD (Social Work, CA). Their faculty and mentors include Drs. Dolores Gallagher-Thompson, Gwen Yeo, Nancy Hikoyeda, Melen McBride and Ms. Marita Grudzen. For more information, contact Melen McBride at [mcbride@stanford.edu](mailto:mcbride@stanford.edu).

### **Journal Article Accepted into Special Issue of *International Psychogeriatrics***

A journal article titled “The Impact of Education on Care Practices: An Exploratory Study of Whether ‘Action Plans’ Influence Health Professionals’ Behavior” was accepted to the *International Psychogeriatrics* special issue on “Focus on Training in Psychogeriatrics.” Authors include Eunice Rodriguez, SGEC; Renee Marquett, Pacific Graduate School of Psychology; Ladson Hinton, Department of Psychiatry, UC Davis School of Medicine; Melen McBride, Associate Director, Emerita, SGEC; and Dolores Gallagher-Thompson, Director, SGEC. Corresponding author is Eunice Rodriguez.

The following is an abstract of this paper:

*Background:* There has been limited focus on evaluation of continuing education (CEU) and continuing medical education (CME) in the fields of gerontology and geriatrics. The increasing elderly population combined with the limited clinical work force highlights the need for more effective methods of continuing education. Traditionally, outcomes of CEU and CME programs relied on self-report measures of satisfaction with the scope and quality of the training, but more recent efforts in this area have focused on outcomes indicating level of improved skills and

attitudinal changes of medical and allied health professionals towards working with elderly patients in need of assistance. *Methods:* This study focused on the use of “Action Plans” as a tool to stimulate changes in clinical programs following training, along with attempting to determine typical barriers to change and how to deal with them. More than 600 action plans were obtained from participants attending various continuing education classes providing training on care of patients with dementia (PWD) and their families. Both qualitative and quantitative methods, including logistic regression models were used to analyze the data. *Results:* Three months following training 366 participants reported whether they were successful in implementing their action plans and identified factors that either facilitated or hindered their goal to make changes outlined in their action plans. These “Action Plans” (with follow up to determine degree of completion) appeared to stimulate effective behavioral changes in clinicians working with dementia patients and their family members. Seventy three percent of the respondents reported at least *some* level of success in implementing specific changes. Specific details about barriers to change and how to overcome them are discussed. *Conclusions:* Our results support that developing and writing Action Plans can be a useful tool to self-monitor behavioral change among trainees over time.

### **“Health Care & the Elderly: A Challenge for Western Countries” Conference & Workshop**

During two days of talks and workshops sponsored by the Catalan Observatory at Stanford and the Council on Aging, Silicon Valley, experts from Catalonia joined colleagues from several California universities and institutions to learn from each other’s experiences to face the challenges ahead. Keynote speaker was Dr. Fernando Torres-Gil, who addressed a talk titled “Health Care, Aging and Diversity: Global Challenges and National Politics.” The SGEC faculty co-chaired the event and led educational and discussion panels. Workshop presentations are available at the SGEC Web page: <http://sgec.stanford.edu/resources/catalan.html>.

## **Nebraska Geriatric Education Center (NEBGEC)**

*Lisa Bottsford, MPH, Program Coordinator*

The Nebraska Geriatric Education Center (NEBGEC) has many focuses, including providing rural nursing homes with geriatric education. On July 12, 2010, Tom Magnuson, MD, and Brenda Keller, MD, CMD, will be finishing their third cycle of an educational series targeting nursing home providers with their lecture titled “Sleep Disorders in Long Term Care.”

“It’s important to reach those nursing providers in rural Nebraska because they have limited access to information and educational resources on psychiatric illnesses,” Dr. Keller explains. “With the increasing number of elderly in rural Nebraska, there is an increase in numbers of nursing home residents that are suffering with the effects of mental illnesses. Because over 90 per cent of the state of Nebraska is in a mental health professional shortage area, we need to find new and innovative ways to provide mental health education to our rural nursing home providers.”

Approximately 20 rural nursing homes have participated in this series since it began. Dr. Magnuson and Dr. Keller are using the Nebraska Telehealth network to transmit these lectures across our 500 mile-wide state. Six of the nursing homes participating are located in a Medically Underserved Area. During the second cycle of the series, 87 per cent of participants reported an enhanced knowledge of mental health issues in long term care, and 78 per cent of participants reported they had plans to use the information they learned from the series to change their practice.

All 12 lectures in the series are now available online for nursing continuing education credit. For more information on the series, please visit our Web site at [www.unmc.edu/nebgec](http://www.unmc.edu/nebgec) or email us at [gec@unmc.edu](mailto:gec@unmc.edu).

# Eastern Pennsylvania Delaware Geriatric Education Center (EPaD GEC)

*Tarae Waddell-Terry, MS, Assistant Director*

## Interprofessional Education and Care Practicum

The Eastern Pennsylvania Delaware Geriatric Education Center (EPaD GEC) is teaming up with the Jefferson Interprofessional Education Center to deliver an Interprofessional Education and Care Practicum beginning in the fall of 2010.

- We invite all faculty and staff interested in highlighting interprofessionalism in their educational or practice setting to apply.
- Five sessions will be provided to participants (approximately three hours each week). There will be a brief didactic and interactive segment followed by time devoted to planning your interprofessional education or care project (with peer and mentor input).
- Participants will be mentored by JCIPE Co-Directors Christine Arenson and Molly Rose, and other Jefferson faculty with expertise and experience in planning, delivering and evaluating interprofessional education projects.
- **Jefferson staff and faculty** who complete the training and an IPE plan will be eligible to apply for up to \$1,000 to assist their departments in funding pilot projects. Unfortunately, we will not be able to offer funding to non-Jefferson participants. However, **all** participants who complete the training will be eligible for free registration to the next *Interprofessional Care for the 21st Century: Redefining Education and Practice* conference.
- Participants applying through EPaD GEC should focus your project on an IPE Geriatric Topic.

### Agenda

<b>September 28: 1 to 4 pm</b>	General principles of interprofessional education, including selection of settings and level of learners, teaching methods	Stephen Kern, PhD, OTR/L
<b>October 5: 1 to 4 pm</b>	Program evaluation	Kevin Lyons, PhD Carolyn Giordano, PhD
<b>October 12: 1 to 4 pm</b>	Program development, including developing measurable objectives and linking activities to learning objectives	Leigh Ann Hewston, MS, PT
<b>October 19: 1 to 4 pm</b>	Computer learning strategies	AISR/ library staff
<b>October 26: 1 to 4 pm</b>	Health Literacy	Mary Powell, PhD, CRNP
<b>November 2: 1 to 4 pm</b>	Consultations (optional)	Molly Rose, PhD, RN Christine Arenson, MD

Applications are located on the EPaD GEC Web site: <http://epadgec.jefferson.edu/education4.cfm>. All completed applications should be e-mailed by **Friday, September 10, 2010** to Tarae Waddell-Terry, MS, at [tarae.waddell@jefferson.edu](mailto:tarae.waddell@jefferson.edu).

## **2010 CALENDAR OF EVENTS**

There were no items submitted for this issue's Calendar of Events.

The Geriatric Education Center of Michigan (GECM) is not responsible for the content of the newsletter, other than GECM articles. GECM edits to enhance readability, appropriateness and format.