

CRITICAL ELEMENTS IN COMMUNITY-ACADEMIC PARTNERSHIPS SUPPORTING INTERPROFESSIONAL GERIATRICS EDUCATION

Kathryn Denson MD,¹ Deborah Simpson PhD,² Stacy Barnes PhD,¹ Wendy Betley MA,⁴ Jennifer McAllister BA,⁴ Steven Denson, MD,¹ Amanda Szymkowski BA,¹ Michael Malone MD,² Edmund Duthie MD¹

Primary Affiliations: 1 = Medical College of Wisconsin; 2 = Advocate Aurora Health; 3 = Marquette University; 4 = Alzheimer's Association Wisconsin Chapter

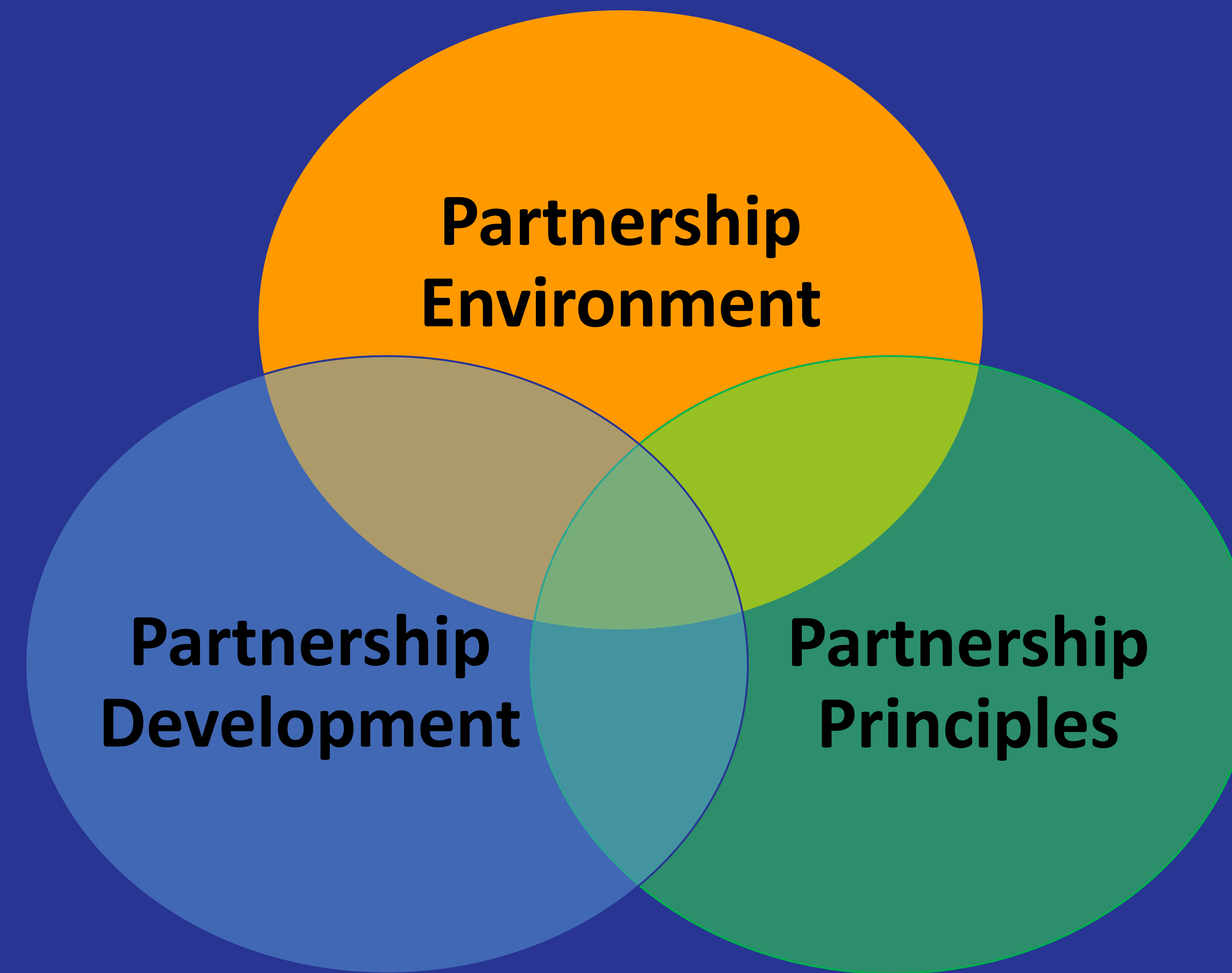
INTRODUCTION:

- Education of health professions learners requires strong **community-academic partnerships (CAPs)** to provide optimal care of elderly patients and their caregivers.
- Current literature focuses on a research context. There is limited guidance specific to geriatrics education.

METHODS:

- Reviewed a general CAP Model provided by the Advancing a Healthier Wisconsin Endowment.*
- Applied the 3 critical elements associated with strong partnerships to geriatrics education
 - Partnership environment
 - Partnership principles
 - Partnership development

*Maurana, C. (2000, Jan/Feb). Building Effective Partnerships with Wisconsin Communities. *Wisconsin Medical Journal*, 99(1), 31-32.



Applying CAP principles to geriatric education optimizes the design, delivery, and evaluation of health profession training.

alzheimer's association®



RESULTS:

Examples of critical elements applied to interprofessional geriatrics education:

1. Partnership Environment

- Build upon past collaborations (e.g., WGEC)
- Obtain commitment from each organization's leadership (e.g., MCW, MU, AAH, AA)
- Understand all organizations (e.g., structure, operations, bandwidth)

2. Partnership Principles

- Identify project that aligns with all partners' missions, priorities, and resources (e.g., training health profession students about dementia caregiver resources)
- Stay focused on achievable learning and performance outcomes
- Use team meetings to leverage collective expertise

3. Partnership Development

- Develop compatible goals (e.g., dementia caregiver needs, educational gap of health professionals)
- Use team meeting to maintain and expand progress (e.g., regular standing bi-weekly meetings with rolling agenda)
- Utilize collective CAP strength to "persuade" external groups (e.g., IT staff, sponsors)

DISCUSSION:

- CAPs contribute unique professional lenses in the development and evaluation of educational/training interventions
- Geriatric education CAP led to grant submission and successful funding in July 2021

FINANCIAL DISCLOSURE:



ADVANCING A HEALTHIER WISCONSIN ENDOWMENT