

The 14th Annual Ginny Thomas Geriatric Symposium

October 9 & 16, 2024 (Pocatello and Meridian)

Dear Symposium Participant,

Welcome to the 14th Annual Ginny Thomas Geriatric Symposium! We're delighted to have you join us for this important event focused on "Building Age-Friendly Communities" and exploring the 4Ms of Age-Friendly Care: What Matters, Medications, Mind, and Mobility.

The Ginny Thomas Geriatric Symposium is an annual event hosted by the Kasiska Division of Health Sciences (KDHS) at Idaho State University. Our purpose is to bring together healthcare students, professionals, and older adults from our community to discuss critical issues in geriatric care. This symposium provides a unique opportunity for interprofessional learning, community engagement, and the exchange of knowledge and experiences related to age-friendly care.

***We gratefully acknowledge our donors and sponsors
who make this event possible!***

Keynote Presentation:

As you listen to our keynote speaker, consider the following questions:

1. What are the main challenges in creating age-friendly communities?
2. How do the concepts presented relate to your field of study or practice?
3. What new ideas or approaches did you learn that could be applied in your future work?

Notes:

Panel Discussion: The 4Ms of an Age-Friendly Community

During the panel discussion, reflect on these questions:

1. How do the 4Ms (What Matters, Medications, Mind, Mobility) interconnect in geriatric care?
2. Which aspect of the 4Ms do you find most relevant to your field, and why?
3. What strategies for implementing the 4Ms in practice stood out to you?
4. How might different healthcare professions collaborate to address the 4Ms effectively?

Notes:

This workbook is designed to be a valuable resource throughout the Symposium and beyond. Use it to jot down key insights, questions, and ideas that arise during the presentations and discussions. We encourage you to actively engage in the interprofessional activities and to consider how you can contribute to building age-friendly communities in your future practice.

Source: Institute for Healthcare Improvement. “Age-Friendly Health Systems” available at: <https://www.ihl.org/networks/initiatives/age-friendly-health-systems> (accessed July 9, 2024)

Interprofessional Case Study and Roundtable Discussion Reflection

The 4Ms - <https://www.agefriendlycare.psu.edu/assets/uploads/course-content/My-4Ms-Worksheet-8.17.21.pdf>

- What Matters
- Mobility
- Mentation
- Medication – provide a list of common medications for older adults

Three Potential Experiences:

- Older adult who completes the 4Ms worksheet prior to the symposium
- Older adult who can complete the 4Ms worksheet in real time
- Pre-filled 4Ms worksheet if there is not an older adult at the table

[The 4Ms of Age-Friendly Care](#) (2:43)

Learning Objectives:

1. Describe the **roles and responsibilities** of at least five different health professions in the care of an older adult
2. Describe how the **4Ms model could be applied** in the care of an older adult from the perspective of your health profession
3. List and describe at least three characteristics of how the 4Ms model is applied in an **interprofessional team approach to care** of an older adult

Introduction:

In this **90-minute** activity, you will work as a group with individuals at your table, which should include a faculty facilitator, students representing different healthcare professions, and an older adult community member representing the patient's care partner. (Your table may not have a representative from all these groups, but information will be provided in the packet to help fill in gaps and provide additional information if needed). You should review the learning objectives together and identify a scribe for each table to capture the essence of your discussion for reporting out to the larger group if called upon to do so (blank note paper has been provided at the end of this packet). PLEASE pay attention to the allotted times for each component to be sure you stay on track and are able to cover the case within the expected time frame.

PART 1: Gaining an Understanding of Healthcare Team Members (20 minutes)

Students: Introduce yourself briefly and describe your profession and its role as part of an interprofessional healthcare team. Please include specific expertise and training that your profession “brings to the table,” what sets you apart from other professions, in what ways you interact most often with other professions, and any other information you feel is pertinent (NOTE: as students, you may not have a full appreciation for your profession yet, but do the best you can; if there is more than one member of a profession in your group, each should contribute to the discussion). You should fill out the table on the next page as you review this information. If a member of a particular profession is not represented, review the information on pages 3-6 or consult online sources of information. The information provided is NOT comprehensive, feel free to fill in additional details and provide more insights.

- 1) Indicate in the table below if the profession is represented at your table (Y/N)
- 2) Did each of the following professions at your table represent themselves and their profession so that you understood what they do? What questions do you still have?

	YES	NO	Notes about professions:
Nurse			
Pharmacist			
Physician Assistant (PA)			
Audiologist			
Counselor			
Dental Hygienist			
Dietician			
Health Educator/Administrator			
Nurse Practitioner (NP)			
Occupational Therapist (OT)			
Physical Therapist (PT)			
Psychologist			
Public Health Worker			
Speech-Language Pathologist			

Social Worker			
Occupational Therapy Assistant (OTA)			
Physical Therapist Assistant (PTA)			
Other:			
Other:			

Please reference pages 3-6 in your packet for a brief description of all of the professions who may or may not be at your table. To supplement the discussion if there is additional time, you may even want to discuss perspectives of 1-2 other professions who are not at your table.

Audiologists:

- Diagnose, manage, and treat hearing, balance, and other auditory disorders for individuals across the lifespan, from newborns to the elderly
- Conduct comprehensive auditory evaluations, using specialized equipment and techniques, to determine the nature and degree of hearing loss or balance problems
- Design and implement personalized rehabilitation programs, which may include the selection and fitting of hearing aids, cochlear implants, and counseling on hearing protection, tinnitus management, and communication strategies

Counselors:

- Provide a means for helping clients to learn how to interact constructively with themselves, others, and their environments
- Address the emotional, social, and physical health concerns older adults may have at this particular stage in their lives
- Help people with physical, emotional, and mental health issues improve their sense of well-being, alleviate feelings of distress, and resolve crises

Dental Hygienists:

- Perform comprehensive oral health assessments, including periodontal examinations, oral cancer screenings, and dental charting to identify potential or existing oral health concerns
- Provide preventive dental care through cleaning treatments such as scaling, root planning, and the application of sealants and fluorides
- Educate patients on optimal oral hygiene practices, including proper brushing and flossing techniques, to promote and maintain optimal oral health

Dietitians:

- Assess individual nutritional needs based on health status, lifestyle, and dietary preferences to create personalized nutrition plans
- Analyze the latest nutritional research and translate complex scientific findings into understandable dietary recommendations and guidelines.
- Collaborate with healthcare professionals to manage and prevent diet-related diseases, ensuring patients receive comprehensive and evidence-based nutritional advice.

Health Educators:

- Design, implement, and evaluate community-based education programs aimed at promoting wellness and preventing diseases or health issues
- Provide individuals and communities with the skills and knowledge needed to make informed decisions about their health, lifestyle, and behaviors
- Collaborate with other healthcare professionals, stakeholders, and organizations to develop and promote public health campaigns and interventions tailored to target populations

Healthcare Administration:

- Oversee the daily operations, financial management, and long-term strategic planning of healthcare facilities, ensuring compliance with healthcare laws, regulations, and standards
- Collaborate with medical staff, department heads, and external stakeholders to improve the efficiency, quality, and delivery of patient care services
- Recruit, train, and supervise staff, as well as develop and manage budgets, in order to ensure the sustainability and growth of the healthcare institution

Nurses:

- Assess, plan, implement, and evaluate individualized patient care in diverse settings, ranging from hospitals to community clinics, ensuring optimal patient health and recovery.
- Administer medications, monitor vital signs, and perform procedures like wound care, ensuring safety and adhering to established protocols and standards of care.
- Collaborate with interdisciplinary healthcare teams, provide patient education on various health conditions, and support patients and their families during both health and illness episodes.

Nurse Practitioners:

- Conduct comprehensive patient assessments to diagnose and manage acute and chronic health conditions, including prescribing medications and ordering diagnostic tests.
- Provide holistic patient-centered care, emphasizing disease prevention, health education, and counseling to individuals and families across the lifespan.

- Collaborate with other healthcare professionals to ensure continuity of care, make referrals when necessary, and advocate for the best possible health outcomes for patients within a variety of settings, from primary care to specialized clinics.

Occupational Therapists:

- Evaluate individuals' physical, mental, and cognitive conditions to develop personalized therapeutic interventions that enhance their ability to perform daily life activities.
- Design and implement individualized treatment plans aimed at improving clients' functional skills, adapting environments, and recommending assistive devices to promote independent living.
- Educate clients, caregivers, and families on strategies and modifications that support and facilitate participation in meaningful and purposeful activities across various settings (e.g., home, work, school, community).

Occupational Therapy Assistants:

- Responsible for collaborating with the OT, the client, and any family members in implementation of services
- Adapt or modify the home environment to mitigate identified hazards and facilitate greater participation in daily activities, exercise (particularly balance, strength, and gait training), and promotion of the safe performance of daily activities

Pharmacists:

- Dispense prescription medications to patients and offer expertise in the safe use of prescriptions, while providing detailed information on medications, including potential side effects and interactions.
- Conduct medication therapy management and provide counseling to ensure optimal therapeutic outcomes and improve patient adherence to medication regimens.
- Collaborate with healthcare providers to optimize medication therapy for patients, emphasizing the use of evidence-based medicine, and promote wellness and disease prevention through immunization services and health screenings.

Physical Therapists:

- Evaluate patients' physical conditions, diagnose functional mobility issues, and develop individualized treatment plans to restore or enhance physical abilities.
- Implement therapeutic interventions, such as manual techniques, exercises, and modalities, to improve mobility, decrease pain, and prevent or limit physical disabilities.
- Educate patients, families, and caregivers on exercises, techniques, and strategies to manage conditions and enhance long-term physical well-being.

Physical Therapist Assistants:

- Provide physical therapy services under the direction and supervision of a licensed physical therapist

- May include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers

Physician Assistants:

- Conduct physical examinations, diagnose illnesses, and develop treatment plans under the supervision of physicians.
- Prescribe medications, order and interpret diagnostic tests, and provide preventive healthcare advice and patient education.
- Collaborate with physicians, nurses, and other healthcare professionals to ensure comprehensive and coordinated patient care.

Psychologists:

- Assess behavioral and mental function and well-being
- Can be involved in health care teams and typically work in hospitals, medical schools, outpatient clinics, nursing homes, pain clinics, rehabilitation facilities, and community health and mental health centers
- Support community and individual well-being, promote physical and mental health

Public Health Workers:

- Analyze and interpret data on health outcomes, environmental risks, and disease patterns to recommend public health strategies and interventions
- Design, implement, and evaluate public health campaigns, programs, and policies to address health disparities and improve community health outcomes
- Collaborate with various stakeholders, including governmental agencies, non-profits, and community members, to foster a multidisciplinary approach to public health challenges and solutions

Speech-Language Pathologists:

- Evaluate, diagnose, and treat speech, language, communication, and swallowing disorders
- Provide augmentative and alternative communication (AAC) systems for individuals with severe expressive and/or language comprehension disorders, such as progressive neurological disorders
- Treat individuals with feeding and swallowing difficulties, which may follow an illness, surgery, stroke, or injury

Social Workers:

- Assist individuals, families, and communities to enhance their individual and collective well-being by helping them develop the skills and abilities to cope with and address social and personal difficulties.

- Advocate for resources and social policies that improve social conditions, especially for vulnerable populations, and connect clients with essential community resources and services.
- Provide psycho-social assessments, interventions, and counseling to help clients navigate complex emotional, societal, and interpersonal challenges

Part 2: 4Ms Case Study (40 minutes)

For the case study portion of the activity, your group may opt to incorporate more personalized ideas from the older adult participant in your group –consider the following:

Older adult at the table

- What Matters -
- Mobility -
- Mentation -
- Medication –

OR you may choose instead to review the following case study:

Mrs. Eleanor Q. Thompson is a 78-year-old retired schoolteacher who lives alone in her two-story home. She has been widowed for five years and has two adult children who live in different states. Mrs. Thompson has the following medical history:

- Hypertension
- Type 2 Diabetes
- Osteoarthritis (knees and hands)
- Mild cognitive impairment diagnosed 6 months ago

What Matters: Mrs. Thompson values her independence and wishes to remain in her home as long as possible. She enjoys gardening, reading, and weekly bridge games with friends. Her main concern is maintaining her ability to care for herself and her home.

Medication: Current medications include:

- Lisinopril 10mg daily for hypertension
- Metformin 500mg twice daily for diabetes
- Acetaminophen 500mg as needed for pain
- Recently prescribed Donepezil 5mg daily for mild cognitive impairment

Mrs. Thompson sometimes forgets to take her evening dose of Metformin and is unsure about the new medication for cognitive impairment.

Mentation: Mrs. Thompson has noticed increased forgetfulness over the past year. She occasionally misses appointments and has difficulty remembering recent conversations with her children. She feels frustrated and anxious about these changes.

Mobility: Due to her osteoarthritis, Mrs. Thompson experiences pain and stiffness in her knees, especially when climbing stairs. She has reduced her gardening activities and is less confident about leaving her home alone. She uses a cane for longer walks but hasn't had a formal mobility assessment.

Discussion Points:

1. What Matters: How can healthcare providers support Mrs. Thompson's desire to remain independent while ensuring her safety?
2. Medication: What strategies could be implemented to help Mrs. Thompson manage her medications more effectively? How might her current medications impact her other health concerns?
3. Mentation: What resources or interventions could be suggested to address Mrs. Thompson's cognitive concerns and associated anxiety?
4. Mobility: How can Mrs. Thompson's mobility and safety be improved, considering her arthritis and home environment?
5. Interprofessional Approach: How might different healthcare professionals collaborate to address Mrs. Thompson's needs holistically?

Discussion and take-home points from your group:

1.

2.

3.

4.

Part 3: Interprofessional Care Team Discussion and Debriefing (30 minutes)

Review key definitions:

- **Interprofessional education (IPE)** “occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”
- **Interprofessional (or collaborative) care/practice** “occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, carers (care partner), and communities to deliver the highest quality of care across settings.”

Source: *Framework for Action on Interprofessional Education and Collaborative Practice*, World Health Organization (WHO), 2010.

***Refer to the Table on the next page to support the discussion**

Discuss the following as a group:

1. What are characteristics of ‘good’ collaborative teamwork?
2. Why are these ‘good’ characteristics important?
3. Select an additional characteristic from the table (next page) to discuss its potential impact.
4. How did your team function during the case study? Did you demonstrate any ‘good’ characteristics? Any detrimental characteristics?

Community member: What was your perception of how the team functioned?

Table 1. Characteristics of a Successful Interdisciplinary Team (*Not an all-inclusive list)

Characteristics	Description
Appropriate skill mix	<ul style="list-style-type: none"> • Mix and breadth of staff, personalities, individual attributes, professions, and experience
Common Purpose	<ul style="list-style-type: none"> • Team members generate a common and clearly defined purpose • Collective interests • Shared ownership • Ex. Improving patient care
Effective Communication	<ul style="list-style-type: none"> • Good communication skills are at the core of patient safety and effective teamwork • Share ideas and information quickly and regularly • Listening • Keeping written records • Allowing time for team reflection • Ability to discuss and resolve problems • “Two-way” communication <ul style="list-style-type: none"> ○ Especially important for high stakes environments (emergency department)
Effective Leadership	<ul style="list-style-type: none"> • Set and maintain structure • Managing conflict • Listen to members • Trust and support members • Calling for help appropriately • Constantly monitoring the situation • Setting priorities • Making decisions • Delegating tasks • Empowering team members
Flexibility	<ul style="list-style-type: none"> • Individuals need to be flexible to respond to the constantly changing service environment • Patient needs are constantly changing • Ability to cover each other’s roles, but knowing your boundaries
Good Cohesion	<ul style="list-style-type: none"> • Unique and identifiable team spirit and commitment • Cohesive teams improve team longevity

Measurable Goals	<ul style="list-style-type: none"> • Goals must be measurable and focused on the team’s task
Mutual Respect	<ul style="list-style-type: none"> • Respect the talents and beliefs of each member • Respect the professional contributions of each member • Accept and encourage diverse opinions
Personal Attributes	<ul style="list-style-type: none"> • Approachability • Appropriate delegation • Being able to compromise • Confidentiality • Decisiveness • Empathy • Organization skills • Knowing one's strengths and weaknesses
Quality and outcomes of care	<ul style="list-style-type: none"> • Ability to measure outcomes <ul style="list-style-type: none"> ○ Within team & external • Patient outcomes • Ability to reflect • Ability to accept criticism and act on it
Respecting/ Understanding Roles	<ul style="list-style-type: none"> • Understanding of how the roles of different professions can impact a patient • Understanding limitations and boundaries of each role • Understanding how your role fits within the team • Understanding how your role differs from other members
Team Culture	<ul style="list-style-type: none"> • Trust • Mutual respect • Reliability • Commitment • Support • Informal relationships • Camaraderie

Adapted from:

- Nancarrow SA, Booth A, Ariss S, Smith T, Enderby P, Roots A. Ten principles of good interdisciplinary team work. *Hum Resour Health*. 2013 May 10;11:19. doi:10.1186/1478-4491-11-19. PubMed PMID: 23663329; PubMed Central PMCID: PMC3662612.
- World Health Organization. (2019). *WHO Multi-professional Patient Safety Curriculum Guide*. [online] Available at: https://www.who.int/patientsafety/education/mp_curriculum_guide/en/ [Accessed 20 Sep. 2019].

Wrap-up and Concluding Remarks (Large group wrap-up and discussion)

(30 minutes)

- What did you learn about the professional roles of your teammates? Did anything surprise you?
- How can the characteristics of a successful interprofessional team contribute to patient care?
- Why is interprofessional practice integral to patient care?

NOTES:

Thank you for your participation in the 14th Annual Thomas Geriatric Symposium!

Please complete the post-activity survey, we very much want your feedback to make this event even better next year!