

Title: UNE COM GEM
[Geriatrics Education Mentor]
Program: *Interprofessional Approach to Augment Medical Students' Learning*

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INTRODUCTION

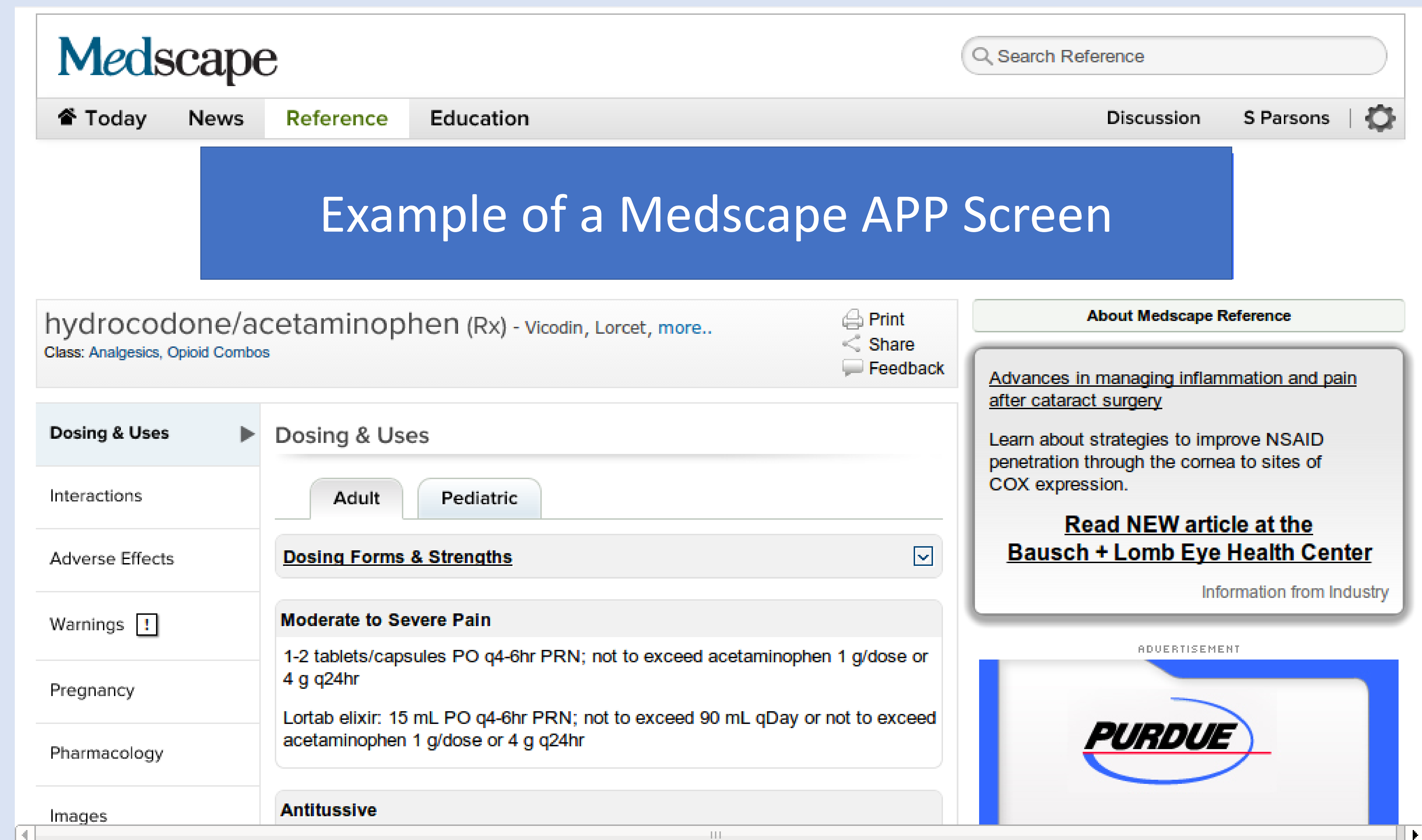
- ✓ In 2013-14, the Geriatrics Education Mentor [GEM] program was designed and implemented by two University of New England College of Osteopathic Medicine (UNE COM) faculty.
- ✓ Osteopathic medical students are paired with older adults to advance progressive knowledge, skills, and attitudes in geriatrics by conducting home visits; advancing intergenerational relationships with opportunities for interprofessional learning.

METHODS

1. Each pair (N=87±5) of osteopathic medical students are required to be assigned to an older adult volunteer GEM (mentor) (N=87±5) living within a 50 mile radius of UNE COM.
2. Six (6) home visits are conducted over 15 months; each visit includes a new assignment.
3. Assignment 3, conducted in the 2nd year of medical school is focused on attaining the medical, surgical, family, and social histories of the GEM including the comprehensive list of prescription & OTC medications.
4. After this assignment was graded, medical student pairs were assigned to a UNE Doctor of Pharmacy student to conduct Medscape/ Lexicomp medication interactions review and a Beers Criteria review to identify Potentially Inappropriate Medications (PIMs).
5. For GEMs with fewer than 4 medications, students were assigned a mock medication list.
6. Medical students then reported outcomes to their GEMs and in writing in their next GEM assignment.
7. This program is UNE IRB approved.



Osteopathic Medical Students Interprofessional Pairing with UNE Doctor of Pharmacy Students to conduct Medication & OTC Interactions and PIMs within the UNE COM Geriatrics Education Mentor [GEM] Program augments Geriatrics K, A, S and Relationship Building



RESULTS

Medical Students Reported:

- ✓ New skill development in using Medscape and Lexicomp Apps to review medication interactions; and Beers Criteria to identify Potentially Inappropriate Medications (PIMs).
- ✓ Increased understanding of the role of Doctors' of Pharmacy in augmenting older adult health and safety.
- ✓ Improved competence in working within an interprofessional team.
- ✓ Increased opportunity to understand and augment their GEM's health or at least their GEM's learning about medications.

DISCUSSION

- ✓ Creating interprofessional student learning experiences provides mutual opportunities for advancing one's own professional skills for both the medical students and doctor of pharmacy students.
- ✓ GEM mentors and medical students benefit from conducting this assignment in the older adult's home.

Our Hope: UNE COM medical students will apply these newly gained skills on medication interactions and working interprofessionally to optimize the care they provide to older adults.

CONCLUSION:

Although time intensive preparation is required by the UNE COM and school of pharmacy (SoP) faculty members that plan this assignment, all students attained significant learning as did the GEM mentors.



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