



# Introduction to Geriatrics

## An Experiential Session for First Year Medical Students

<b>OVERVIEW</b>	<b>PAGE #</b>
Process .....	2-3
Medical Student Handout .....	4-5
ARTS AND AGING AWARDS POSTER .....	6
“SENIOR TEACHING ASSOCIATES” RECRUITMENT .....	7
AGENDA for PLANNING MEETING .....	8
“SENIOR TEACHING ASSOCIATES” DISCUSSION TOPICS .....	9
FACILITATOR’S GUIDE FOR SENSITIVITY SESSION .....	10
Notes on Sensitivity Session .....	11-13
EVALUATIONS & SUMMARY .....	14-17



## THE “INTRODUCTION TO GERIATRICS” PROCESS

**INTENDED AUDIENCE:** This 4 hour experience for first year medical students is designed to introduce the medical students to healthy older adults and to the Wesley Woods Center on Aging. This experience was originally funded through an Emory Teaching Grant and then transitioned to the Emory Reynolds Program.

- Students attend this session in groups of 15-20 students per session.
- Eight sessions are held during the second semester of their first year.

**SITE INFORMATION:** The Wesley Woods Center on Aging

A 65-acre campus (5 blocks from the Emory University Hospital and School of Medicine) dedicated to providing all levels and types of care to and for older adults. (Prior to the funding of this session, most medical students would graduate from Emory University Medical School and not even know that this Center existed.)

- Tour is provided with teaching stations at designated points along the route.
- Teaching stations are:
  - Geriatric Hospital & Geriatric Outpatient Clinic
  - Geriatric Day Care program
  - Nursing Home with subacute unit
  - Independent Living Apartment Community with an assisted living level
- Teaching stations are used to ask very basic demographic questions and discuss related issues
  - Example: at the nursing home teaching station, the question is asked “Who knows what % of adults, 65 and older, are in nursing homes at any one point in time?”

### SESSION SCHEDULE & OVERVIEW:

3:30 PM - \*Students start the session in the hospital conference room with a brief introduction to Wesley Woods, Geriatrics & overview of the 3 hour session (5-10 minutes).

3:40 PM - \*Facilitator or Geriatric Medicine Fellow introduces the Sensitivity session (30 min)

4:15 Following the Sensitivity Session, a tour of Wesley Woods Center on Aging is provided by the Facilitator or Geriatric Medicine Fellow. The Facilitator stops at each teaching station and asks the basic demographic questions (see Test) on the route to The Towers

Arrive at The Towers by 4:30 PM

Facilitator Introduces the Towers Discussion Session:

- Reminds everyone of the topic “ What I need from my doctor and my health care system”
- Reminds everyone that this is an informal discussion
- Asks each of the four Senior Teaching Associates to
  - introduce themselves,
  - indicate their age (all are between 80-100 years old), and
  - what brought them to The Towers

\* See Facilitator’s Guide

If necessary, Facilitator initiates discussions between students & Senior Teaching Associates to keep the conversation informal, interactive and to cover some of the major teaching points developed by the Senior Teaching Associates or those listed below:

“AGING IS NOT A DISEASE – MOST OLDER ADULTS ARE LIVING INDEPENDENTLY AND ACTIVELY PARTICIPATING IN THE WORLD AROUND THEM”

“CHRONOLOGICAL AGE HAS VERY LITTLE TO DO WITH HOW WE AGE “

“MOST OLDER PEOPLE ARE LIVING LONGER AND BETTER”

“THE NUMBER AND THE PERCENTAGE OF OLDER PEOPLE IN U.S. IS INCREASING”

“DOCTORS NEED TO LEARN WHAT IS DIFFERENT ABOUT TAKING CARE OF OLDER PEOPLE”

“MEDICATION DO’S & DON’T’S”

5:15 PM. Facilitator will end the session and provide the instructions for Dinner. i.e. Two students and two TOWERS residents at each “RESERVED” table will dine together. Dinner-Mates will provide the menu for you to select your entrees, etc.

*PLEASE NOTE: The Activity Director at The Towers will make certain that the Dining Room tables have the “RESERVE” signs on them while the Towers Discussion session is in progress. The Activity Director will also assist with getting students seated at the RESERVED tables in the dining room.*

6:25 PM At the end of Dinner, facilitator will pass out the short quiz and the evaluation forms and set up the front table in the dining room with Geriatric Medicine articles, handouts, etc.

6:30 PM The Introduction to Geriatrics session is officially over at 6:30 PM. However, some students may choose to have a tour of the building and the apartments (Towers resident will provide tours). Other students may want to continue the visit in the resident’s apartments. These activities are encouraged in groups of two or more.

#### **PRIOR PLANNING:**

**Six weeks prior to first session:** Hold RECEPTION for all Towers’ residents (over 200) to honor last year’s volunteer Senior Teaching Associates, Dinner-Mates, and other volunteers.

1. Present the Certificates for each volunteer
2. Provide overview of the roles of Senior Teaching Associates, Dinner-Mates and other volunteers.
3. Recruit volunteers for upcoming sessions and post sign-up sheet

**Two weeks prior to first session:** Meet with all Senior Teaching Associates and Dinner-Mates to develop their discussion points.

#### **REQUIRED RESOURCES:**

1. SECURE Project Materials for Sensitivity Training from Lee Memorial Health System Older Adult Services, PO Box 2218, FT MYERS, FL 33902, Phone: 239-772-6765
2. Adults over the age of 80 as “Senior Teaching Associates” or “Dinner Mates”

#### **CONTACT INFORMATION:**

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Carol Reis-Starr, PhD [creisst@emory.edu](mailto:creisst@emory.edu)

## **Medical Student Handout Introduction to Geriatrics for M-1 Students**

### **PURPOSE:**

To expose medical students to older people over the age of eighty who are functionally independent and aging successfully.

### **OBJECTIVES:**

- Provide an orientation to the facilities available and the services provided at the Wesley Woods Center on Aging at Emory.
- Provide an opportunity to introduce medical students to levels and transitions in care
- Provide examples of the demographic imperative
- Provide opportunities for medical students to experience the world through the older adult's eyes
- Provide a supervised intergenerational educational experience for medical students to spend quality time with older people living independently .
- Expose medical students to healthy older people who are representative of their age cohort early in the training and prior to the clinical experience where students are more likely to encounter older people who are ill.

### **PLAN:**

All first year medical students are expected to sign up for one session and participate from 3:30pm-6:30pm.

### **Schedule:**

3:30-4:15pm - First year medical students will meet in the Wesley Woods Hospital conference room for a brief overview of the Wesley Woods Center on Aging and an opportunity to experience the world through the older adults' eyes

4:15-4:30pm – Tour of campus & examples of the demographic imperative

4:30 pm - Students will participate in an informal discussion with four of the Emory "Senior Teaching Associates" (residents of The Towers Independent Living Community who are 80 or over). They will talk about their experiences with doctors and their own personal health care.

5:15 pm - Students will dine with the residents of the Towers. Students can choose their own discussion topics or can discuss a topic related to some of the environmental barriers to independence i.e. Hearing barriers (Telephone Voice menu systems); Visual barriers (lighting, signage, color, phonebooks, prescription directions, cooking dials); Mobility barriers (sidewalks, doors, steps, stop lights); Furniture barriers (chairs without arms, seating height); Driving barriers (car design, signage, stop lights); Fine motor barriers (faucets, doorknobs, keys, clothing zippers and buttons, prescription bottles)

6:30 PM Students will complete and submit a one-page evaluation form and a short post-test on the demographics of the aging society.

**DATES:**

Wed Feb 21, 2007  
Wed Feb 28, 2007  
Wed Mar 7, 2007  
Wed Mar 14, 2007  
Wed Mar 21, 2007  
Wed Mar 28, 2007  
Wed Apr 11, 2007  
Wed Apr 18, 2007

1. Please wear your white jackets so that you will be dressed professionally if we go on a geriatric unit.

2. The entrance to the Wesley Woods Center campus is on Clifton Rd., traveling north from the campus, about 2 blocks BEFORE you get to Briarcliff Road. At the traffic light you will turn right into Wesley Woods. Go straight over the bridge, veer left at the STOP sign, and go up the hill and park in the Hospital Parking lot. The Wesley Woods Hospital conference room is about 20 feet straight ahead on the left after entering the middle entrance when facing the hospital.

**3. Please carpool because parking spaces are at a premium.**

**4. There is also the Cliff shuttle bus that goes to Wesley Woods but does not stop at the hospital....so get off at the Wesley Woods Health Center stop, walk across the parking lot to the bridge, cross the bridge and enter the rear of the hospital (or ask the Health Center receptionist how to get to the hospital.) Please refer to the Cliff shuttle website for times <http://www.epcs.emory.edu/AltTransp/shuttles.htm>.**

Meet Dr. Carol Reis-Starr at the Wesley Woods Hospital conference room by 3:30pm on your appointed Wednesday afternoon.

Note: All medical students participating in this experience are encouraged to participate in the "Art in Aging" competition. The winners will be awarded \$Monetary Prizes. See flyer.

## **Please participate as a “Senior Teaching Associate” and/or “Dinner Mate” with First Year Medical Students**

### **PURPOSE:**

To expose first year medical students to older people over the age of eighty who are functionally independent and aging successfully.

### **OBJECTIVES:**

Provide opportunities for medical students to experience the world through the older adult's eyes

Provide a supervised intergenerational educational experience for medical students to spend time with older people living independently at The Towers.

Participate as a “Senior Teaching Associate” in informal discussion groups with first year medical students or as a “Dinner Mate” with two medical students and one of your Towers' neighbors.

### **PLAN:**

Students will visit The Towers in groups of 15-20 from 4:15pm-6:30 pm.

### **Schedule:**

3:30-4:15 pm - First year medical students will meet in the Wesley Woods Hospital conference room for a brief overview of the Wesley Woods Center on Aging and an opportunity to experience the world through the older adults' eyes

4:15-4:30 pm – Tour of campus

4:30-5:15 pm - Students will participate in an informal discussion with four residents of The Towers who will talk about their experiences with doctors and their own personal health care.

5:15-6:30pm - Students will dine with the residents of the Towers.

### **Sessions DATES:**

**Senior Teaching Associates Planning Meeting  
February 8, 2007**

**AGENDA**

**Introductions**

**Overview: Purpose**

**Types of Activities:**

**Discussion Session – Senior Teaching Associates  
Dinner - Table Mates**

**Potential Topics for Discussion Session**

**Review Previous Topics**

**How do we improve the Table Talk experience?**

**INTRODUCTION TO GERIATRICS**  
**Group Discussion Topics**  
Developed by SENIOR TEACHING ASSOCIATES of  
Emory University Division of Geriatric Medicine & Gerontology

**COMMUNICATION**

PLEASE LISTEN TO ME  
MAKE ME FEEL LIKE I CAN CONFIDE IN YOU  
MAKE ME FEEL LIKE I CAN TRUST YOU  
TALK DIRECTLY TO ME, NOT MY DAUGHTER, SPOUSE, ETC UNLESS I  
REQUEST DIFFERENTLY  
TALK TO ME LIKE I AM A PERSON (NOT AN OLD PERSON)  
KEEP YOUR PROMISE – CALL ME WITH MY TEST RESULTS IF YOU TELL ME  
THAT YOU WILL  
IF YOU SEND ME TO ANOTHER DOCTOR, COMMUNICATE WITH  
EACH OTHER  
PLEASE EXPLAIN MY LAB RESULTS

**END OF LIFE ISSUES**

ADVANCED DIRECTIVES & LIVING WILLS  
PLEASE TALK WITH ME ABOUT MY WISHES & FOLLOW THEM  
PLEASE TREAT MY PAIN & KEEP ME PAIN-FREE  
TREAT ME WHEN I NEED IT.....LET ME GO WHEN IT'S MY TIME

**MEDICAL RECORD**

PLEASE READ IT SO THAT YOU ARE INFORMED WHEN YOU SEE ME  
SEND MY MEDICAL INFORMATION TO CONSULTING PHYSICIAN  
KEEP MY CONFIDENTIAL INFORMATION CONFIDENTIAL!

**FOLLOW THE GOLDEN RULE**

TREAT ME THE WAY THAT YOU WOULD WANT TO BE TREATED  
DON'T LEAVE ME LYING OR SITTING IN A COLD EXAMINING ROOM  
PLEASE GIVE ME FORMS TO COMPLETE THAT I CAN READ (LARGE PRINT)  
& COMPLETE WITHIN A REASONABLE PERIOD OF TIME

**MEDICATIONS**

EXPLAIN WHY I AM TAKING A MEDICATION; WHAT I CAN  
EXPECT; SIDE EFFECTS; IF I NEED A FOLLOW-UP APPOINTMENT AND  
WHEN THE MEDICATION WILL BE DISCONTINUED

**HEALTH & WELLNESS**

WHAT CAN I DO TO FEEL BETTER WITHOUT TAKING MEDICATION  
WHAT ABOUT NUTRITION, SPECIAL EXERCISES, AND OTHER  
NONPRESCRIPTION INTERVENTIONS  
WHAT ARE YOU DOING FOR MY EYES & EARS TO IMPROVE MY  
QUALITY OF LIFE?

# Introduction to Geriatrics FACILITATOR'S GUIDE Sensitivity Session for M-1's

## PREPARATION

- **ARRIVE ½ HOUR PRIOR TO START OF PROGRAM**
- **APPROXIMATELY 15-20 STUDENTS ATTEND EACH SESSION**
- **PLACE LIST OF EXPECTED STUDENTS ON CLIPBOARD**
- **\*SET UP TABLES: 4 Tables & 5 Chairs/table**
  - BIG 10 Cards
  - Attitude tests
  - Gift Pens
  - Arts & Aging Contest Flyers
- **ASSIGN THE FIRST STUDENT WHO ARRIVES TO TAKE ROLL**
- **ASK EACH STUDENT TO TAKE THE 14 ITEM ATTITUDE SURVEY**
  - Remind them to be as honest as possible
  - No one will know what they say since the data is aggregated and summarized
- **FIRST STUDENTS TO FINISH THE TEST SHOULD DISTRIBUTE THE BLUE SENSITIVITY SESSION BOXES (1/TABLE), THE PILL CONTAINERS (3/TABLE), NEWSPAPERS & GLOVES (1/PERSON) AND COLLECT THE ATTITUDE SURVEYS**

## GETTING STARTED

Introduce yourself and provide background: Geriatric Gerontologist! (or whatever you want to call yourself!)

Provide Quick overview of Wesley Woods Geriatric Center:

- **65 acre campus devoted to social & medical care to older adults**
  - Offers all levels of care:
- **Geriatric Acute Care Hospital with a LTAC unit – functions as ACE unit for Emory Healthcare system**
  - **Four Major Services: Geriatric Medicine, Rehab Medicine, GeroPsychiatry, & Neurology**
- **2 Nursing homes: AG Rhodes & Budd Terrace with 50 beds each of Subacute Care and over 400 Long Term Care beds**
- **25 bed Hospice unit**
- **Out-Patient Geriatric Clinics**
- **200+ Unit Independent Living Community with an Assisted Living Floor**

**\*TABLE SET UP WILL BE DONE BY MAINTENANCE**

## Sensitivity Session Facilitator Notes

1. “In order to understand older adults, one needs to gain a bird’s eye view of their world “
2. “Today we want to try to give you each a chance to experience some of the challenges that older adults may face in their daily lives.”

PLEASE OPEN THE BLUE BOX ON EACH TABLE. THIS BOX IS FILLED WITH THINGS TO SHARE: 5 PAIR OF GLASSES, CONTAINER OF PILLS, NEWSPAPERS, SEWING KIT, GAME & GLOVES.

There are extra gloves & other materials on each table but not enough to go around so each group will need to share the sensitivity materials.

Initially, I am going to give each of you a task but as soon as you finish it or get tired of trying, please give others at your table a chance to try.

**NEEDLE THREADING:** Would one of you at each table please put on a pair of gloves, open the sewing kit and attempt to thread a needle. Then try again with a pair of the glasses.

**MEDICATION ADMINISTRATION:** Would another of you at each table please put on the gloves, pick up the medication container and attempt to open. Once you get the container open, please pour out about half of the pills onto the table & see if you can pick one up. Once you have done this, \*signal me.

**\*Please put on the #5 glasses and then select 3 white pills, 3 blue pills and 3 green pills. Give your tablemates an opportunity to try this.**

**READING THE NEWSPAPER:** Would three of you at each table start trying to read the newspapers with the #1,2 & 3 glasses on and then start trading these glasses around with your tablemates.

**CONNECT THE NUMBERS GAME:** One of you put on glasses # 4. Using the number game card, please begin with #1 and trace a line from #1 to #2 and continue to connect the numbers chronologically

**Q. CAN YOU GUESS WHAT THE GLOVES ARE MEANT TO SIMULATE?**

**A. IMPAIRED MANUAL DEXTERITY:** The loss of fine motor control that can happen with arthritic hands and/or neurological problems due to diminished peripheral circulation.

**Q. WHO HAS GLASSES # 1 ON? WHAT PROBLEMS ARE YOU HAVING?**

**A. TUNNEL VISION? DIMINISHED PERIPHERAL VISION?**  
These glasses simulate **GLAUCOMA** – A disease process with increased accumulation of fluid in the eye that causes pressure and damage to the optic nerve.

**Q. CAN YOU UNDERSTAND WHY AN OLDER PERSON WITH GLAUCOMA MIGHT CUT IN FRONT OF YOU IN TRAFFIC? You are not in there field of vision**  
Affects approximately 5% of elderly.

**Q. WHO HAS GLASSES # 2 ON? WHAT PROBLEMS ARE YOU HAVING?**

**A. ONLY HAVE PERIPHERAL VISION**  
**LACK OF CENTRAL VISION (opposite of glaucoma)**  
These glasses simulate **MACULAR DEGENERATION** – A disease process with hardening & obstruction of the retinal arteries that can occur in one or both eyes

**Q. WHO HAS GLASSES # 3 ON? WHAT PROBLEMS**

## **ARE YOU HAVING?**

- A. LACK VISION ON ONE SIDE (in this case the right side)  
CAN'T SEE PEOPLE OR THINGS TO MY  
RIGHT SIDE**

**These glasses simulate Hemianopsia – blindness in part of each eye (resulting from a stroke)**

- Q. WHO HAS GLASSES # 4 ON? HOW FAR DID YOU  
GET WITH THE GAME? WAS IT DIFFICULT? WHAT PROBLEMS  
ARE YOU HAVING?**

- A. NUMBERS IN BOLD PRINT BUT WERE DIFFICULT TO SEE  
ANY TYPE OF GLARE PROVIDES A BLIND SPOT**

**These glasses simulate cataracts – A disease process with clouding or opacity in the lens of one or both eyes causing a painless loss of vision**

- Q. WHO HAS GLASSES # 5 ON? WHAT PROBLEMS  
ARE YOU HAVING?**

- A. CAN'T IDENTIFY COLORS ACCURATELY  
CAN'T ID PILLS BY COLOR!  
CAN'T MATCH MY CLOTHES PROPERLY**

**All of the other conditions that we described today simulated disease processes. However, these glasses simulate a normal process of aging – gradual yellowing of the lens affecting perception of colors in the blue-violet range.**

**REMINDER: NEVER LABEL PILLS BY COLOR WHEN ADVISING  
OLDER PATIENTS ON MEDICATION ADMINISTRATION!!!**

## EVALUATION

Please evaluate the quality of the content for each of today's experiences.

(PLEASE CHECK A BOX)

**PRESENTER:**

		Poor	Fair	Good	Good	Very Excellent
		1	2	3	4	5
<b>Case Presentation</b>	Effectiveness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pace of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is it a keeper?    Y <input type="checkbox"/> N <input type="checkbox"/>					
<b>Towers Lecture</b>	Effectiveness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pace of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is it a keeper?    Y <input type="checkbox"/> N <input type="checkbox"/>					
<b>Dinner with Residents</b>	Was it educational? Y <input type="checkbox"/> N <input type="checkbox"/>					
	Was it enjoyable? Y <input type="checkbox"/> N <input type="checkbox"/>					
	Is it a keeper?    Y <input type="checkbox"/> N <input type="checkbox"/>					

Overall, how would you rate the following aspects of today's experience:

(PLEASE CHECK A BOX)

		Poor	Fair	Good	Very Good	Excellent
		1	2	3	4	5
	Relevance of content to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall quality of presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adequacy of time provided for tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adequacy of time provided for activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of discussion periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunity to learn more about Wesley Woods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunity to learn more about the elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general, how would you evaluate the pace for covering today's activities?

Too fast       Somewhat fast       About right       Somewhat slow       Much too slow

In general, was ample time provided for discussion and questions?       Yes     No

What could be done to improve this experience?

Please request specific information that you would like this experience to provide:

Additional Comments & Suggestions:

**Evaluation Summary**  
 Introduction to Geriatrics  
 Spring 2006  
 Dr. Carol Reis-Starr

**Summary of Introduction to Geriatrics - Well Elderly Evaluation**

Table 1: Responses to Case Presentation

	Poor	Fair	Good	Very Good	Excellent	Total
Case Pres: Effectiveness of communication	1(1%)	7(6%)	20(18%)	50(45%)	34(30%)	112
Case Pres: Quality of content	0(0%)	6(5%)	20(18%)	48(43%)	38(34%)	112
Case Pres: Pace of presentation	2(1%)	9(9%)	18(16%)	41(37%)	42(38%)	112

Figure 1: Response to keeping case presentation

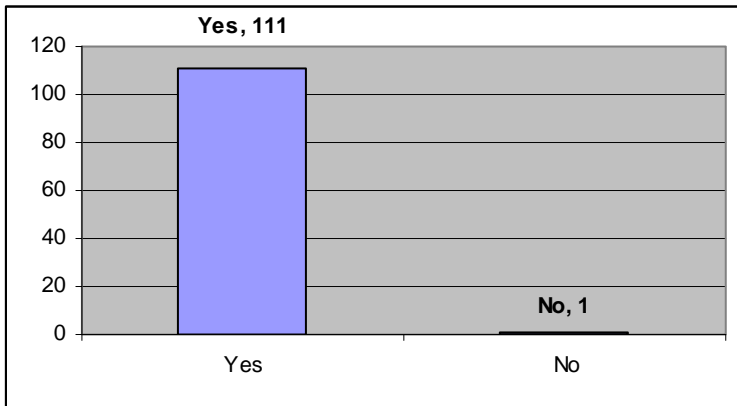


Table2: Responses to Towers Lecture

	Poor	Fair	Good	Very Good	Excellent	Total
Towers Lecture: Effectiveness of communication	0(0%)	0(0%)	7(6%)	51(46%)	54(48%)	112
Towers Lecture: Quality of content	0(0%)	0(0%)	6(5%)	47(42%)	59(53%)	112
Towers Lecture: Pace of presentation	0(0%)	0(0%)	10(9%)	46(41%)	56(50%)	112

Figure 2: Responses to Towers Lecture and Dinner with Residents

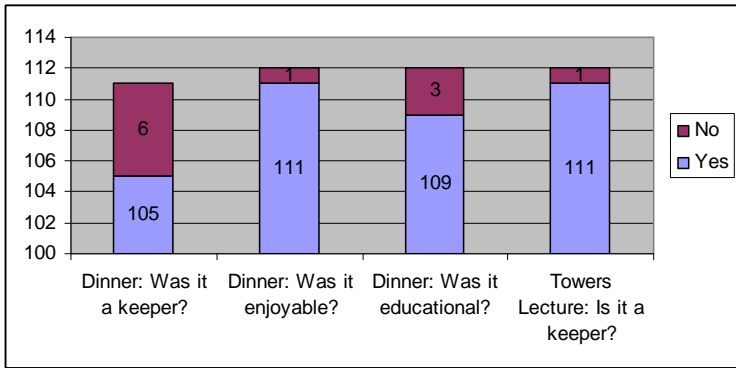


Table 3: Responses to “Rate Your Experience”

	Poor	Fair	Good	Very Good	Excellent	Total
Relevance of content to practice	1(1%)	4(4%)	16(16%)	39(35%)	49(44%)	112
Overall quality of presenters	1(1%)	0(0%)	15(13%)	35(31%)	60(54%)	112
Adequacy of time provided for tour	1(1%)	5(4%)	17(15%)	42(38%)	47(42%)	112
Adequacy of time provided for activities	1(1%)	2(2%)	17(15%)	42(38%)	50(45%)	112
Quality of discussion periods	0(0%)	3(3%)	17(13%)	39(35%)	56(50%)	112
Opportunity to learn more about Wesley Woods	0(0%)	1(1%)	12(11%)	37(33%)	62(55%)	112
Opportunity to learn more about the elderly	0(0%)	2(2%)	13(12%)	35(31%)	62(55%)	112
In general, was ample time provided for discussion and questions?	104(95%)	5(5%)	0(0%)	0(0%)	0(0%)	112

Figure 3: Response to was ample time given:

