

## U.S. Medical Schools with Senior Mentor Programs in Geriatrics 2005

School	Program Description
<b>University of Alabama School of Medicine</b>	The Senior Mentors Program is incorporated into the Introduction to Clinical Medicine course. Pairs of first- and second-year medical students are matched with older people living in the community (i.e., the Senior Mentors Program) and are required to complete checklists on various health-related topics, including medications, physical and mental health, and diet and exercise.
<b>Albert Einstein College of Medicine of Yeshiva University</b>	As an outgrowth of this grant, a senior-mentor program is being instituted in the fall 2003 as an elective within the first-year geriatrics ICM program. Both the course directors and the dean's office have supported this program, in which students have a continuity experience with a community-dwelling older adult.
<b>University of California, Irvine College of Medicine</b>	The Student/Senior Partnership Program (SSPP) is the cornerstone of the geriatrics education program for medical students at the University of California at Irvine, College of Medicine. Each first-year medical student is partnered with an older adult who lives in the local community. The students are paired and each pair of students interacts with their senior partner for each module. These partnerships are designed to be maintained through the first three years of the students' predoctoral education, with plans for elective 4th year participation. Three SSPP modules, each consisting of a preparatory didactic presentation, the student/senior encounter (at the senior partner's home), and a faculty-facilitated small-group discussion, are scheduled for each of the first three years of undergraduate medical education. They are incorporated into the times dedicated to geriatrics as a "content theme" in the required courses listed below. The scheduled student/senior interactions have both structured educational objectives and enough flexibility to make use of other learning opportunities as they arise.
<b>Southern Illinois University School of Medicine</b>	The cornerstone of the attitude portion of this program is an intense geriatric mentor program. Beginning with the second year of medical school, each student is assigned a geriatric mentor, a healthy community-dwelling older person. Geriatrics curricular objectives—that are matched to the specific curricular goals for each broad unit in the second year, each clerkship in the third year, and further advanced objectives appropriate for the fourth year—were developed for the student and the senior to complete on an ongoing basis. These objectives are outlined in the curriculum. Each student-elder pair completes the discussion, and the student then records completion of the assignment in a Web-based logbook. Faculty verify completion of the assignment as recorded in the logbook.
<b>Jefferson Medical College of Thomas Jefferson University</b>	Jefferson's senior mentor program (JeffGrandparents) is an elective offered to first-year medical students. They are paired with independent-living older adults who are members of the Philadelphia Senior Center. Students and their senior mentors meet over lunch at the senior center and are given six assignments to complete during the academic year.
<b>University of Miami School of Medicine</b>	Freshman students are assigned in pairs to an active community-residing older adult. The student pairs make three home visits; two during the first semester and one during the second semester. This older adult is generally healthy and requires primarily preventive health care measures.
<b>University of Missouri-Columbia School of Medicine</b>	We have formed a partnership with senior citizens in our community that promotes geriatrics in the first and second years of medical education and addresses the problem of stereotyping the geriatric population. The STEP program matches medical students with seniors for two years or more, providing the former with the opportunity to know healthy, active senior citizens and breaking down the stereotypes students may have (e.g., that most elderly patients are frail and in poor health). As a result of this program, students have reported changes in their understanding of patients' experiences.
<b>University of Missouri-Kansas City School of Medicine</b>	On a regular basis over the course of two years students also interact with mentors on aging who at least initially are active residents of a model retirement community. The relationship that students establish with their mentors offers a support system for the mentors as they grapple with the processes of aging. In turn, the mentors serve as a resource for educating students about the problems of aging, largely outside a medical setting. The residents' organization participated in the design of this curricular component, assists in the identification of mentors who wish to participate in the program, and thereby contributes to a cooperative learning environment

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<b>Mount Sinai School of Medicine</b>	<u>Elective</u> program is available to medical students wherein the student participant is partnered with a high school student and they are introduced to a community-dwelling older adult whom they follow intensively over a given time period (four to eight weeks), and then monthly until graduation. This also serves as an opportunity for the medical student to function as a mentor to the high school student as they learn about their community-dwelling older adult. Weekly faculty debriefings occur during the intensive period, followed by monthly meetings with the high school student-medical student pair. Older adults in the community also participate annually in viewing a documentary film on sexuality and aging together with medical students. This is then followed by a group discussion about how sexuality affects the lives of older adults.
<b>University of Pittsburgh School of Medicine</b>	<u>Elective</u> program, GEMS (Geriatrics Experience for Medical Students) is program in which students are paired with a home-bound older adult. They visit at least once a month. There are also monthly didactic sessions at which time students are given "assignments" to complete with their patients such as cognitive screening, taking a life history, talking about loss and grief, and doing vital signs.
<b>University of South Carolina School of Medicine</b>	Beginning in the spring of the M-I year and extending through all four years, students, mostly in pairs, are assigned either one senior mentor or a couple and then follow the same mentor(s) throughout all four years of their medical school experience. The program has introduced the medical students to a healthy older adult population and has effectively presented the health-care challenges in this population.
<b>East Tennessee State University James H. Quillen College of Medicine</b>	<i>Rural Track Senior Partners and Students.</i> Senior Partners was a partnership between older community-dwelling adults and medical students. The coordinator facilitated partnerships between the medical students and community-dwelling older adults through recruitment from multiple community sites and organizations.
<b>University of Texas Medical Branch at Galveston</b>	In 2001, UTMB introduced a Family Home Visit Program as part of the community learning experience in the Practice of Medicine 1 Course. In this program, medicine, occupational therapy and physical therapy students visit multigenerational community families in their homes. At least one family member must be over age 65.
<b>University of Texas Health Science Center at San Antonio</b>	First-year medical students visit senior community volunteers in their homes seven times over the course of the year. On each visit students have an assignment to complete that relates to the topic of the most recent geriatrics talk. More importantly, students and seniors become friends, learning about differences in their age cohorts, and comparing notes on universal topics such as marriage, children, and work. Students are learning that the late years can be an enjoyable time in life.
<b>Texas Tech University Health Sciences Center School of Medicine</b>	Special educational activities were built into each year of the medical curriculum to reinforce the geriatrics "theme" for that year. The most ambitious of the special programs implemented was the first-year Healthy Ager Project. Pairs of students were matched with older members of the community who had been identified and recommended by community contacts. Healthy Agers were defined as persons over age 60 who continued to be "able to give to others."
<b>University of Wisconsin Medical School</b>	In 2002, 24 students were partnered one-on-one with older adults residing in an independent living or assisted living facility in the community. In 2003 and 2004, over 40 students per year sought out this selective. This one-semester experience is part of an ongoing multiyear pilot in the patient, doctor, and society course at the UWMS. Known as the Student-Senior Partners Program, its primary goals are to improve medical education by better preparing medical students to address the needs of their older-adult patients. Medical students attend an introductory session at an older-adult living facility, two one-on-one home visits with the older adult, a physician's appointment serving as a patient's advocate, and a small-group session led by a geriatrician

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<b>University of North Carolina at Chapel Hill School of Medicine</b>	<p>Community partnerships play an essential role in fulfilling the university's commitment to prepare professionals to meet the health care needs of North Carolina's citizens. The Program on Aging facilitates student involvement in two partnerships that offer a variety of opportunities for work with older adults across the spectrum of geriatrics issues:</p> <p>* The Program on Aging enjoys a strong and longstanding relationship with the North Carolina Area Health Education Centers (AHEC) program, a nationally recognized model for interdisciplinary education and training of health care providers. Several regional AHECs collaborate with us on innovative projects to ensure that there are community clinical training sites with well-qualified preceptors available to teach geriatrics knowledge and clinical skills.</p>
	<p>* The Education for Lifelong Service (ELS) Program provides students with community service opportunities, complemented by a curriculum designed to foster leadership skills in service delivery. ELS has responsibility for the newly established Office of Community Service and sponsors courses on the care of underserved and vulnerable populations, including activities that emphasize services to older adults. Program on Aging representatives participate on the ELS leadership team.</p>
<b>Boston University School of Medicine</b>	<p>Clinical Experience. Geriatrics training at Boston Medical Center takes place in a rich clinical milieu that includes a continuum of care, from the ambulatory clinic to the home, to the inpatient service, to rehabilitation programs, and to long-term care facilities. Faculty Scholars are mentored by geriatrician-clinical nurse specialist teams and become familiar with resources for older patients in the community and in local institutions.</p>