Outcomes from the First Stanford Geriatric Education Center Faculty Development Program (SGEC-FDP) Cohort: Experience of Infusing Ethnogeriatric Content into Health Care Professions Curricula

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The Stanford Geriatric Education Center’s 160-Hour, year-long Faculty Development Program (FDP) in Ethnogeriatrics was funded by a USDHHS, Bureau of Health Professions GEC grant (No. UB4HP19049). The poster highlights how the six members from four disciplines, social work, medicine, pharmacy and nursing incorporated specific ethnogeriatric training strategies into their teaching and discipline specific practices.

University of Maryland, Baltimore
Agness (Pharmacy)

Course Description: Interprofessional workshop/seminar to (1) Increase awareness of low health literacy in older adults, and (2) Discuss universal strategies to facilitate clear health communication with diverse older adults.

Learner Description: Workshop for health professions students at the University of Maryland, Baltimore Campus, (2) Continuing education seminar for nurses, social workers and addictions counselors in rural Maryland.

FDP Tools Used: Core curriculum in ethnogeriatrics; FDP module 3 & 4 on health literacy/health messages; AMHQ universal precautions health literacy toolkit.

Application: This was a 30-60 minute activity that (1) Used an AMA health literacy video to discuss the patient experience, “red flags” of low health literacy and barriers to clear health communication; (2) Reviewed/practiced universal health communication strategies for healthcare professionals (III) Participants select 1-2 health communication strategies to incorporate into their practice.

Outcomes: >90% of participants agreed or strongly agreed that the activity and format was meaningful, engaging and instructive. Most participants expressed a commitment to implementing at least 1 strategy. As a result of these programs, several organizations throughout Maryland have requested the seminar to educate their providers and promote their health literacy initiatives.

Iona College
Moore (Social Work)

FDP Tools Used: FDP modules 1, 2, 3, 4, 5 & 6; Cohort analysis tool, common terms handout, cognitive assessment toolkit, CLAS standards.

Application: Students completed integrative assignment (Intergenerational learning partner), culminating in a final paper and PPT presentation

Outcomes: The intergenerational learning partner assignment and course was transformative experience for students. This was evidenced by student performance on course activities (papers, presentations, final quiz) and especially the assignment using the cohort analysis tool. Student reflection logs and feedback on final course evaluations also indicated significant growth.

North Kansas City Hospital
Ellis Fleming (Nursing)

Course Description: An introduction to cultural issues and health literacy techniques providers may use when working with ethnogeriatric populations.

Learner Description: Health care professionals from any discipline.


Application: The 4-hour interactive presentation (1) Explored personal attitudes toward older adults. (2) Explained appropriate terminology (3) Explored barriers and approaches for addressing health literacy, (4) Examined Cohort Historical Analysis Tool (CHAT), and (6) Reexamined attitudes toward older adults. Throughout objectives video clips from the movie Awakenings and reflection in learning opportunities were used.

Outcomes: Participants evaluated the SGEC-FDP website and learning tools, video clip experiences, and health literacy content as highlights. Independently several participants elected to disseminate information to their respective departments. The organization requested the 4-hour presentation repeated. In order to maximize resources a 2-hour presentation was created and offered six times.

Xavier University of Louisiana
O’Neal Gant (Pharmacy)

Project Description: Continuing education session to improve communication with low health literacy ethnogeriatric patients

Learner Description: Pharmacy faculty members and preceptors

FDP Tools Used: FDP modules 1, 2, 3, 4, 5 & 6; Cohort analysis tool, common terms handout, cognitive assessment toolkit, CLAS standards.

Application: Submitted self-assessment survey to 1) Evaluate personal attitudes toward older adults 2) Explored appropriate terminology 3) Explored barriers and approaches for addressing health literacy, 4) Examined Cohort Historical Analysis Tool (CHAT), 5) Reexamined attitudes toward older adults.

Outcomes: Quiz using audience response system for assessment of each objective, reflections, and open-ended comments

Program Outcomes: Faculty participants reported positive outcomes incorporating ethnogeriatric strategies/principles into their teaching/practice and positive changes in knowledge, attitudes, and behaviors. Future evaluation could focus on the impact of this training on students, curriculum, health care providers, and patient care.

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