

**SAINT LOUIS UNIVERSITY
SCHOOL OF SOCIAL WORK**

SWRK 5714 - 01 Interprofessional Perspectives in Geriatric Care (Summer 2019)

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Office Location: 304 & 327 Tegeler Hall
Office Hours: by Appointment
Class Time: June 10 – 13, 2019 7:45am to 5pm
3rd International Cognitive Stimulation Therapy Conference and 30th Annual Saint Louis University Summer Geriatric Institute (Registration, Sign-In, Coffee and Light Breakfast begins at 7:15 AM)

COURSE DESCRIPTION

Interprofessional approaches that address the medical, social, instrumental and functional issues and needs of older adults will be examined. Information about interprofessional geriatric practice and social issues affecting the well-being of older adults will be provided. Clinical, theoretical, and educational perspectives will be presented by interprofessional faculty and professionals with expertise in geriatric assessment and intervention. Students will attend the 3rd International Cognitive Stimulation Therapy Conference and the SLU Summer Geriatric Institute as a group on June 10-13 (all day, required). Each day, the class will meet as a group over lunch (which is provided), including the student lunch meeting on June 12, 2019, which includes other students in attendance outside of this course. Conference registrations for SLU students are waived. For non-SLU students, a reduced conference registration of \$100 will be charged.

PREREQUISITES

Consent of instructors.

OBJECTIVES & SOCIAL WORK COMPETENCIES

Upon completion of this course, each student shall demonstrate competence in the following:

| Gerontology Competency* | Behaviors | Assessments |
|--|--|--------------------------------------|
| Foundational competencies to all Fields of Gerontology: Synthesize biopsychosocial understanding of aging to build a gerontological knowledge foundation. | Active engagement in CST and SGI conferences, followed by reflecting on knowledge gained regarding biopsychosocial aspects | Reflections and special topics paper |

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| | of geriatric assessment and interventions | |
| <p>Interactional Competencies:</p> <p>Describe human growth and development across the lifespan/course including late life outcomes such as life satisfaction, coping and adaptation.</p> | <p>Active engagement in CST and SGI conferences, followed by reflecting on knowledge gained and application of age-related issues</p> | <p>Reflections and special topics paper</p> |
| <p>Contextual Competencies Across Fields of Gerontology:</p> <p>Build relationships that are respectful, confidential and engage positive change.</p> | <p>Active engagement in CST and SGI conferences, followed by reflecting on knowledge gained and application of delivering person-centered care to older adults</p> | <p>Reflections and special topics paper</p> |

*Competencies used were selected from AGHE’s Gerontology Competencies, which guide the Gerontology Certificate Program.

OBJECTIVES

- Appreciate the basic and changing demographic profile and needs of America's older adults, including those from diverse cultural backgrounds;
- Understand the various ways professionals communicate and collaborate to accomplish the best results for their shared clients, with special attention to the role you play on the interdisciplinary team
- Examine the ethical considerations of working with professionals outside your area of discipline and the importance of developing community partnerships
- Gain information on trends in research and practice in geriatric assessment and interventions

TEACHING AND LEARNING METHODS

Learning methods consist of lecture, discussion, experiential group exercises, demonstrations, sharing of work experiences, written assignments, and active engagement at *3rd International Cognitive Stimulation Therapy Conference* and *30th Annual Saint Louis University Summer Geriatric Institute*.

COURSE TEXTS

No required texts; however, students will be expected to review literature related to their topics of interest for the final paper.

COURSE OUTLINE

Conference programs are attached at the end of syllabus. (*Registration, Sign-In, Coffee and Light Breakfast begins at 7:15 AM*). All programming will be held at the Margaret McCormick Doisy Learning Resources Center, 3545 Vista Avenue, Saint Louis, MO 63104 (see SLU campus map attached).

CST Day 1: June 10th, 8am to 5pm

Class will meet during lunch to discuss course requirements and share observations about presentations—LRC109A.

CST Day 2: June 11th, 8am to 5pm

Class will meet during lunch to discuss course requirements and share observations about presentations—LRC109A.

SGI Day 1: June 12th, 8am to 5pm

Class will attend student lunch hosted by Dr. Helen Lach, School of Nursing to discuss careers in aging—LRC109A.

SGI Day 2: June 13th, 8am to 5pm

Class will meet during lunch to discuss course requirements and share observations about presentations—LRC109A.

Work Day: June 14th

Independent Work Day on assignments.

Faculty available for consultation as needed by appointment.

Attendance Summary & Reflections due by end of day (final paper due June 28th).

METHODS OF EVALUATION

GRADING

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| Attendance Summary | 40 points (10 pts/day of conferences) |
| CST Reflection | 15 points |
| SGI Reflection | 15 points |
| Special Topics Paper | 30 points |
| Total | 100 points |

GRADING SCALE

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|----|----------|
| A | = 95-100 |
| A- | = 92-94 |
| B+ | = 89-91 |
| B | = 84-88 |

- B- = 81-83
- C+ = 78-80
- C = 73-77
- C- = 70-72
- F = 69 and below

ASSIGNMENTS

Attendance Summary. *Due June 14th by end of day via Blackboard.*

Students will log every session attended during each conference day (including lunch sessions). Attendance at all sessions is 10 points/day. If sessions are missed, points will be deducted.

Cognitive Stimulation Therapy (CST) Reflections. *Due June 14th by end of day via Blackboard.*

Students will complete *two reflections on the CST conference*. These should be included in one document. Each reflection should include the following components:

1. **Summary and Meaning:** Summarize key points and themes from the session. What stands out to you most? What does it mean to you?
2. **Concretizing:** Give concrete examples of how the ideas or principles apply in various contexts (for example within your life, the world around you, and as a professional social worker).
3. **Congruence:** How does this session fit with your own understanding of aging? How does the session challenge your beliefs, feelings, and values?
4. **Professional Application:** What have you gained (attitudes, skills, concepts, knowledge) through this session and critical reflection? How does this impact your development as a professional clinician in areas of working with older adults?

Summer Geriatric Institute (SGI) Reflections. *Due June 14th by end of day via Blackboard.*

Students will complete *two reflections on the SGI conference*. These should be included in one document. Each reflection should include the following components:

1. **Summary and Meaning:** Summarize key points and themes from the session. What stands out to you most? What does it mean to you?
2. **Concretizing:** Give concrete examples of how the ideas or principles apply in various contexts (for example within your life, the world around you, and as a professional social worker).
3. **Congruence:** How does this session fit with your own understanding of aging? How does the session challenge your beliefs, feelings, and values?

- 4. Professional Application:** What have you gained (attitudes, skills, concepts, knowledge) through this session and critical reflection? How does this impact your development as a professional clinician in areas of working with older adults?

Special Topics Paper. *Due June 28th by end of day via Blackboard.*

Choose a topic from one of the sessions you attended to explore further in a Special Topics Paper (8-10 pages following APA guidelines). You need to include sections on the following:

- (1) background/introduction & literature review (what do we know about this topic from literature and research);
- (2) the role of various interprofessional team members related to this topic;
- (3) Impact and application – what did you learn from the session you attended; how does knowledge and/or practice in this topic area impact older adults?

Include at least 10 peer-reviewed journal articles or other reliable sources. Citations should be included within each of the above sections.

OTHER COURSE POLICIES

Attendance. Students are expected to be present for every meeting of the course. Success in the course depends heavily on one's attendance and participation in the classroom. The instructor has both e-mail and voice-mail. The instructor must be notified in advance for consideration of an excused absence. Even if the absence is excused, the student is fully responsible for any assignments due and the material covered in the missed session. See above for how course grade is connected to attendance.

In the event of SLU closing due to snow or inclement weather, the instructor reserves the opportunity to schedule a make-up session or sessions. To check to see if SLU is closed, call 314-977-SNOW.

Professional Expectations. Students will treat their classroom obligations as they should treat any serious professional engagement. This includes but is not limited to:

1. Preparing thoroughly for each session in accordance with the instructor's request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
5. Adhering to deadlines and timetables established by the instructor.

6. Submitting original papers written specifically for each course. The same paper is not to be submitted in more than one course. When writing a paper, students are allowed to use previously cited literature.
7. Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Communications. Each student must come to class with his or her Saint Louis University student e-mail username and password activated and working. Any student who does not know his or her e-mail username and Password, must contact Saint Louis University Information Technology Services during normal business hours and have them “reset” the ID and/or Password. ITS can be reached at 314-977-4000.

Academic Integrity and Honesty

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Nondiscrimination Policy and Human Diversity. Saint Louis University and the School of Social Work's BSSW and MSW Programs have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster “respect for diversity, other cultures, and belief systems.” A related School objective is to “demonstrate skill and responsiveness to the needs of clients and client systems, especially those who are poor, oppressed, and/or members of culturally diverse groups and at-risk populations.” This policy can be viewed in the

University undergraduate and graduate bulletins plus the BSSW and MSW student handbooks.

Title IX Statement. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: www.slu.edu/here4you and <https://www.slu.edu/general-counsel>.

Policy on Religious/Cultural Holidays. The School of Social Work strives to accommodate student participation in diverse religious and cultural holidays/observances by allowing reasonable adjustments to academic requirements. In accordance with this policy, School of Social Work faculty, staff, and students are to exercise sensitivity to religious and cultural observances of persons of diverse backgrounds. Therefore, when a major religious/cultural holiday or observance conflicts with academic requirements, the following process will be followed:

- It is the responsibility of the student to notify faculty within the first two weeks of the semester, the date(s) of a major religious/cultural holiday that conflict(s) with the date of an exam or the due date of a major assignment. It is expected that this policy will be invoked only for events that are of major significance to the student.
- It is the responsibility of the student and the faculty member to work in good faith to jointly discuss reasonable alternative(s) for completion of the course requirement(s) and to make realistic efforts to avoid negative academic consequences.
- If the student and the faculty member are unable to agree upon an alternative arrangement satisfactory to both parties, the student may initiate grievance and appeal procedures as outlined in the BSSW and MSW Student Handbooks.

Basic Needs Security. Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are

comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Resources to Support Student Success. In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

Disability Services Academic Accommodations. Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Writing and the APA Style. A variety of publication styles are recognized in academic and professional settings. The faculty of the School of Social Work requires social work students to study, learn, and master the conventions contained in the American Psychological Association Style Manual, 6th edition, 2009. (APA, 2009). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the school's library homepage <http://libguides.slu.edu/socialwork> click on "Writing and Citing" tab.

Writing assistance is available through University Writing Services: University Writing Services (UWS), housed within the Student Success Center, is committed to the campus-wide improvement of student writing through one-on-one peer consultation, the administration of workshops, and the facilitation of writing groups. UWS wants to help improve the culture of writing on SLU's campus and to help undergraduate and graduate students identify themselves as writers within their respective disciplines.

UWS welcomes all undergraduate and graduate SLU students to our four locations on campus. Open 7 days a week during the fall and spring semesters, consultants are here to help at any point in the writing process. If a student wants to brainstorm an idea into

an outline, consultants welcome the opportunity. If a student wants help formatting the final chapter of a dissertation, UWS consultants would be more than happy to work with them as well. UWS wants writers to come to us for any reason; UWS wants those same writers to leave with a greater sense of confidence and purpose.

These services do fill up, so please make an appointment. For more information, or to make an appointment, visit www.slu.edu/retention-and-academic-success/university-writing-services or call 314-977-3484.

For more information for graduate students, call 977-3484 or visit: <http://www.slu.edu/retention-and-academic-success/university-writing-services/student-resources/graduate-writing-resources>

University Writing Services. Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Instructor/Course Evaluation. The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.



3rd International Cognitive Stimulation Therapy Conference June 10-11, 2019

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| When | Overview and Objectives |
| Monday, June 10, 2019 - Tuesday, June 11, 2019 7:15 AM - 5:00 PM | <p>The audience for this program includes students and professionals working with older adults, with a special emphasis on clinicians and administrators, including physicians, nurses, psychologists, social workers, occupational therapists, physical therapists, speech therapists, dietitians, nursing home administrators, marriage and family therapists, and those who specialize in alternative medicine.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The participant will be able to describe the current practice of using non-pharmacologic interventions for persons with dementia; • describe, through interactive experiences, the development and delivery of Cognitive Stimulation Therapy with diverse populations and settings. |
| Where | Sponsors |
| Margaret McCormick Doisy Learning Resources Center 3545 Vista Avenue Saint Louis, MO 63104 | <p>This activity has been planned and implemented in accordance with the Essentials and Standards of the Accreditation Council for Continuing Medical Education through the partnership of Saint Louis University School of Medicine, Division of Geriatric Medicine, and co-provided by Saint Louis University School of Nursing in cooperation with the Gateway Geriatric Education Center, Saint Louis University School of Medicine, and the Saint Louis University School of Social Work.</p> |
| For Details and To Register | Registration available at: |
| | https://slu.cloud-cme.com/2019_SGI |

AGENDA

Monday, June 10, 2019

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| 7:15 AM – 8:00 AM | Registration, Sign-In, Coffee and Light Breakfast |
| 8:00 AM – 8:15 AM | <i>Welcome - John E. Morley, MB, BCh and Marla Berg-Weger, PhD, LCSW</i> |
| 8:15 AM – 8:45 AM | Screening and Non-Pharmacologic Interventions for Dementia - John E Morley, MB, BCh <i>This keynote address will provide an overview of dementia, its screening and the role of non-pharmacologic interventions.</i> |
| 8:45 AM – 9:15 AM | CST: Development and Implementation – Aimee Spector, PhD <i>Professor Spector will discuss the implementation of CST, with a specific focus on current work in Brazil, India and Tanzania.</i> |
| 9:15 AM – 9:45 AM | Using Technology to Enhance the CST Experience – Martin Orrell, PhD <i>Professor Orrell will present updates on delivery of CST through the use of media, including CST TV and iCST Tablet.</i> |

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| 9:45 AM – 10:00 AM | Morning Break |
| 10:00 AM – 10:30 AM | Neuroimaging to Support CST – Gloria Wong, PhD <i>Dr. Wong will highlight new evidence of neuroimaging and CST.</i> |
| 10:30 AM – 11:00 PM | Historical and Economic Perspectives on CST - Robert Woods, PhD <i>The CST journey and impact on health economics will be the focus of this presentation by Professor Woods</i> |
| 11:00 AM – 11:30 PM | CST-Brasil: A Mixed Methods Feasibility Study Daniel Mograbi, PhD Findings from the feasibility study for CST-Brasil will be presented, including qualitative data on barriers and facilitators, quantitative data indicating CST-related improvements, preliminary neuroimaging findings and a cost-effectiveness analysis. |
| 11:30 AM – 12:00 | Highlights from CST research in Danish daycare centers and pilot experiences of new user-driven technology to support home-based CST - Rikke Gregersen, PhD, MSc and Katja Werheid <i>Drs. Gregersen and Werheid will present new research results on group CST involving the culturally adapted CST in Denmark and Germany.</i> |
| 12:00 PM – 1:15 PM | Lunch (Provided) Posters presentations and presenters will be available for viewing during the lunch period. |
| WORKSHOP SESSION I | |
| 1:15 pm – 3:00 pm | Workshop A: CST: The Caregiver Perspective - Max Zubatsky, PhD, LMFT <i>Dr. Zubatsky will facilitate a panel of caregivers whose family member has participated in a CST group at the Saint Louis University Memory Clinic. Caregivers will reflect on the experience of caring for a person with dementia throughout the CST experience.</i> |
| 1:15 pm – 3:00 pm | Workshop B: Shared experiences – Professor Bob Woods <i>This workshop is for people recently or currently running CST groups – to share experiences, discuss challenges and bring along questions.</i> |
| 1:15 pm – 3:00 pm | Workshop C: Introduction to Individual CST (iCST), Debbie Blessing, BS <i>Strategies for delivering iCST will be shared in this interactive workshop.</i> |
| 1:15 pm – 3:00 pm | Workshop D: Development of a CST Training Program in Canada - Gina Zoratti, OT and Michelle Bickell, OT <i>This workshop will provide an overview of training and CST provision in Canada. The workshop will highlight possible funding sources for CST provision by health care professionals and how to receive training and strategies to begin providing CST in multiple settings in Canada.</i> |
| 3:00 pm – 3:15 pm | Afternoon break |
| WORKSHOP SESSION II | |
| 3:15 pm – 5:00 pm | Workshop E: CST with Diverse Populations - Max Zubatsky, PhD., LMFT, Debbie Blessing, BS, Whitney Postman, PhD., and Andrea Vaughn, MS, CCC-SLP <i>This interprofessional workshop will focus on strategies for professionals to deliver CST with specialized populations, including persons with Parkinson’s Disease, developmental and intellectual disabilities, and African Americans and persons living in rural communities.</i> |
| 3:15 pm – 5:00 pm | Workshop F: Research Development and Research Networking – Aimee Spector, PhD and Martin Orrell, PhD |

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| | <i>Professors Orrell and Spector will facilitate discussion among participants engaged in conducting CST research, supporting ideas around methodology and encouraging collaboration.</i> |
| 3:15 pm – 5:00 pm | <p>Workshop G: The Benefits of Combining Exercise with CST - Gary Cheung, MD, Kathryn Peri, PhD, RN, Stephanie Pyland, CPT, and Dee Johnson, NASM CPT</p> <p><i>This workshop will demonstrate how CST programs in the U.S. and New Zealand designed an exercise component specifically designed for persons with dementia to compliment traditional CST sessions. The workshop will highlight the body movement and exercise programs and positive outcome results beyond that of traditional CST alone.</i></p> |
| 3:15 pm – 5:00 pm | <p>Workshop H: Neuroimaging Approaches in Understanding the Mechanisms of Actions in CST - Gloria Wong, PhD</p> <p><i>Possible mechanisms of action may explain the cognitive benefits of CST in enhancing cognition in people with mild-to-moderate dementia. Using structural and functional MRI techniques, such as network analysis of functional brain connectivity, these mechanisms to supplement clinical and cognitive findings can be explored. This workshop will discuss the use of imaging approaches in investigating these putative mechanisms, and the pilot findings from a Hong Kong sample, to stimulate further research in this area with potentials of increasing CST effectiveness.</i></p> |
| 3:15 pm – 5:00 pm | <p>Workshop I: Beyond Attendance: Practice Wisdom in the Engagement of People with Dementia in CST - Anna Yan Zhang, MSW</p> <p><i>Through practical sharing for CST group leaders who wish to further their skills in ensuring constructive engagement of people with dementia, participants will learn types of engagement, effects on intervention outcomes, and factors affecting engagement (activity design, group dynamics, facilitation skills, and physical settings). Using case studies, skills and tips for maximizing constructive engagement in different service settings and cultural backgrounds will be discussed.</i></p> |
| 5:00 PM | Adjournment for the Day |
| 5:15 pm – 6:30 pm | Poster Session and Cocktail Reception |

Tuesday, June 10, 2019

Track #1—CST Facilitator Training—This track is designed for participants who are new to CST

Track #2—Advanced Strategies for CST—By invitation only, this track is designed for participants who are experienced in the delivery of CST interventions and are interested in providing CST training to others within their organizations and developing strategies for program growth, sustainability and efficacy.

| TRACK #1 | |
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| 7:15 AM - 8:00 AM | Registration, Sign-In, Coffee and Light Breakfast |
| 8:00 AM – 8:15 AM | Welcome and Introductions - John Morley, MB, BCH |

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| 8:15 AM – 10:15 AM | <p>Aimee Spector, PhD</p> <p>1) Biopsychosocial Model and Psychosocial Interventions for Dementia and CST Theory and Research</p> <p><i>Overview of the key features and guiding principles of individual and group CST.</i></p> <p>2) CST Key Features and Guiding Principles</p> <p><i>Introduction of non-pharmacologic interventions for persons with dementia and the theory and research on which CST is based. She will discuss the evidence that supports the implementation of the non-pharmacologic intervention for persons with cognitive impairment.</i></p> |
| 10:15 AM – 10:30 AM | Break |
| 10:30 AM – 12:15 PM | <p>Implementation of Group CST Intervention (including video clips), Aimee Spector, PhD</p> <p><i>Introduction of CST as a group intervention and provide an overview of the fourteen sessions.</i></p> |
| 12:15 PM – 1:15 PM | Lunch (provided) |
| 1:15 PM – 4:30 PM | <p>CST Group Implementation - Aimee Spector, PhD</p> <p><i>Through discussion and role play scenarios, this interactive CST group implementation will introduce participants to providing group CST sessions. Participants will have the opportunity to practice skills of facilitating CST groups and discuss an action plan to begin facilitating CST.</i></p> |
| 4:30 PM – 5:00 PM | Wrap-Up and Evaluation |

| TRACK #2 | |
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| 7:15 AM – 8:00 AM | Registration, Sign-In, Coffee and Light Breakfast |
| 8:00 AM – 8:15 AM | Welcome and Introductions - Marla Berg-Weger, PhD, LCSW |
| 8:15 AM – 10:15 AM | <p>Introduction to Advanced CST Strategies - Janice Lundy, BSW, MS, MHA</p> <p><i>This presentation will provide an overview of current CST research, explore strategies for CST program growth and advanced efficacy, including opportunities and barriers to providing individual (iCST) and long-term maintenance CST (MCST).</i></p> |
| 10:15 AM – 10:30 AM | Morning Break |
| 10:30 AM – 12:15 PM | <p>Designing Reimbursable Models of Group CST Provision in the U.S. - Janice Lundy, BSW, MS, MHA; Debbie Hayden, RN, BSN, OTR/L</p> <p><i>This workshop will demonstrate how health care professionals from multiple disciplines can build Medicare Reimbursable CST group programs utilizing current Medicare billing codes. The workshop will also explore methods for funding longer term maintenance CST in multiple settings. This session will allow an opportunity for brainstorming and sharing of current CST practice among participants.</i></p> |
| 12:15 PM – 1:15 PM | Lunch (provided) |

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| <p>1:15 PM – 4:30 PM</p> | <p>Organizing and Conducting CST Training – North American CST Training Institute Team: Janice Lundy, BSW, MS, MHA; Debbie Hayden, RN, BSN, OTR/L; Max Zubatsky, PhD, LMFT; and Debbie Blessing, BS</p> <p><i>The CST Team will lead participants through established training criteria and the process of delivering CST training to organizational staff, including opportunities to practice training skills and competencies. Criteria and process for participants interested in becoming CST trainers to other professionals outside of their organizations will be detailed.</i></p> <p>North American CST Training Institute - Janice Lundy, BSW, MS, MHA</p> <p><i>This talk will highlight the development of the North American CST Training Institute as a universal model for international CST training. Professor Spector will provide an update on international CST training.</i></p> |
| <p>4:30 PM – 5:00 PM</p> | <p>Wrap-Up and Evaluation</p> |



30th Annual Saint Louis University Summer Geriatric Institute: Geriatric Pearls Saint Louis University June 12-13, 2019

| When | Overview and Objectives |
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| Wednesday, June 12, 2019 - Thursday, June 13, 2019 7:15 AM - 5:00 PM | <p>The audience for this program includes students and professionals working with older adults, with a special emphasis on clinicians and administrators, including physicians, nurses, psychologists, social workers, occupational therapists, physical therapists, speech therapists, dietitians, marriage and family therapists, nursing home administrators, and those who specialize in alternative medicine.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The participant will be able to describe the current practice of geriatric care in the community setting in assessment and intervention; • describe, through the plenary presentations, current research into assessment and intervention strategies in such areas as: dementia, depression, communication, workforce development, nutrition, hip fractures, and caregiver well-being; and • describe, through more in-depth workshop sessions, appropriate prevention, assessment, and intervention strategies in such areas as: cognitive stimulation therapy, palliative and end-of-life care, exercise, geriatric syndromes, polypharmacy, cancer, caregiver support, and home-based care. |
| Where | Sponsors |
| Margaret McCormick Doisy Learning Resources Center 3545 Vista Avenue Saint Louis, MO 63104 | <p>This activity has been planned and implemented in accordance with the Essentials and Standards of the Accreditation Council for Continuing Medical Education through the partnership of Saint Louis University School of Medicine, Division of Geriatric Medicine, and co-provided by Saint Louis University School of Nursing in cooperation with the Gateway Geriatric Education Center, Saint Louis University School of Medicine, and the Saint Louis University School of Social Work.</p> |
| For Details and To Register | <p>Registration available at: https://slu.cloud-cme.com/2019_SGI</p> |

AGENDA

Wednesday, June 12, 2019

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| 7:15 AM - 7:45 AM | Registration, Sign-In, Coffee and Light Breakfast |
| 7:45 AM - 8:00 AM | <i>Welcome</i> - John E. Morley, MB, BCh and Marla Berg-Weger, PhD, LCSW |
| 8:00 AM - 9:00 AM | <p>The History of Geriatrics at Saint Louis University: A 30-Year Retrospective, presented by John E Morley, MB, BCh</p> <p><i>Dr. Morley will provide a brief history of the Geriatrics program at Saint Louis University and a glimpse into the future.</i></p> |

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| 9:00 AM – 9:30 AM | Treating Anemia in Geriatric Patients, presented by Angela Sanford, MD <i>Dr. Sanford will discuss updates and current practices for treating anemia among older adults.</i> |
| 9:30 AM – 10:00 AM | Developing an Aging-Friendly Health Care System, presented by Janice Lundy, BSW, MHA <i>Ms. Lundy will share key strategies for creating an aging-friendly health care system in her rural Missouri community.</i> |
| 10:00 AM – 10:15 AM | Morning Break |
| 10:15 AM – 11:30 AM | Flood Memorial Alzheimer’s Disease Lecture: Possibilities to slow age-related cognitive dysfunction, presented by Timo Strandberg, MD, PhD <i>Review of treatments focused on lifestyle, vascular or neurodegenerative factors.</i> |
| 11:30 AM – 12:00 PM | Development of Age-Friendly Family Caregiver Interventions, presented by Max Zubatsky, PhD, LMFT <i>This presentation will provide an introduction to developing aging-friendly caregiver interventions to address the challenges of caregiving.</i> |
| 12:00 PM – 1:00 PM | Lunch (Provided) Student Lunch Gathering—Dr. Helen Lach will be hosting a lunch for all students who are attending the Institute. Students, please pick up your box lunch and join the group to discuss opportunities for working with older adults. |
| 1:00 PM – 1:30 PM | Horizontal Epidemiology: Assessment and Intervention for Participation Limitations, presented by Travis Threats, PhD <i>The assessment and intervention related to horizontal epidemiology—the finding that people with varied neurological and psychiatric brain disorders often have the same difficulties with psychosocial adjustment and full participation in society—will be the focus of this presentation. Using the World Health Organization’s framework within the International Classification of Functioning, Disability, and Health (ICF), the participation component will be examined with the elderly population.</i> |
| 1:30 PM – 2:00 PM | Dysphagia in Frail Older Adults, presented by Michelle Payne, MA, CCC-SLP Practice strategies for treating dysphagia in frail elders will be highlighted in this presentation. |
| 2:00 PM – 2:30 PM | Aging and the Need for Frailty-Focused Communication, presented by Cathy A. Maxwell, PhD, RN, FAAN(A1) <i>This presentation demonstrates a method for clinicians to communicate the concept of frailty to older adults and family caregivers that is aimed at improving quality of life, reducing health care utilization, and increasing readiness for eventual end-of-life.</i> |
| 2:30 PM – 3:00 PM | Addressing Social Isolation Through a Circle of Friends, presented by Marla Berg-Weger, PhD., LCSW <i>Dr. Berg-Weger will provide an introduction to a evidence-based non-pharmacologic intervention, Circle of Friends, to address social isolation and promote social engagement for older adults.</i> |
| 3:00 PM – 3:15 PM | Afternoon Break |
| WORKSHOP SESSION I | |
| 3:15 pm – 5:00 pm | Workshop A: Intellectual and Developmental Disabilities and Dementia, presented by Debbie Blessing, BS , and Megan Phillips, Missouri Department of Health & Senior Services |

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| | <i>This workshop will focus on strategies for professionals to work with persons with intellectual and developmental disabilities who are experiencing cognitive impairment.</i> |
| 3:15 pm – 5:00 pm | <p>Workshop B: Older Drivers in Context, presented by Annie Harmon, PhD</p> <p><i>This workshop will provide an overview of relevant historical transportation and aging trends in the US, considerations for stakeholders when talking with older adults about driving, and how potential future options will likely directly affect older drivers, information on age-related driving practices and challenges and share practice strategies for ensuring that older patients can drive safely or transition into driving retirement.</i></p> |
| 3:15 pm – 5:00 pm | <p>Workshop C: Emerging Practices in Palliative Care, presented by Oscar Cepeda, MD and Cameron Simmons, MD</p> <p><i>A team of specialists in palliative care will highlight issues critical for health and social service professionals to integrate into their practices with older adults, including heart disease and others.</i></p> |
| 3:15 pm – 5:00 pm | <p>Workshop D: Non-pharmacologic Dementia Intervention in the Community: Putting COPE, New Ways for Better Days and Applied Improv to Work, presented by Jill Cigliana, MSOT, OTR/L</p> <p><i>This interactive workshop will explore evidence-based interventions to improve health outcomes and quality of life for people living with dementia and their care partners.</i></p> |
| 3:15 pm – 5:00 pm | <p>Workshop E: Combating Sarcopenia in the Older Adult through Exercise, presented by Jill FitzGerald, PT, DPT, GCS, CSCS, CEEAA and Kelly Hawthorne, PT, DPT, GCS</p> <p><i>Sarcopenia is common in older adults. This workshop will teach you about an exercise program specifically design to target this loss of muscle mass.</i></p> |
| 5:00 PM | Adjournment for the Day |

Thursday, June 13, 2019

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| 7:15 AM - 7:45 AM | Registration, Sign-In, Coffee and Light Breakfast |
| 7:45 AM – 8:00 AM | <p>Welcome Marla Berg-Weger, PhD, LCSW</p> |
| 8:00 AM – 9:00 AM | <p>What’s New in Alzheimer’s Disease: Practical Applications, presented by George T. Grossberg, MD</p> <p><i>Dr. Grossberg will present emerging research and practice interventions for treating patients with dementia.</i></p> |
| 9:00 AM –9:30 AM | <p>Creating an Aging-friendly Emergency Department, presented by Steven Lorber, MD, FAAEM</p> <p><i>Dr. Lorber will provide strategies for enhancing the emergency department to be supportive of older adults.</i></p> |
| 9:30 AM – 10:00 AM | <p>Common Eye Conditions in the Elderly: To See or Not to See, presented by Julie Gammack, MD</p> <p><i>Dr. Gammack will discuss age-related eye conditions and strategies for treatment.</i></p> |
| 10:00 AM – 10:15 AM | Morning Break |

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| 10:15 AM – 11:30 AM | <p>The Max K. Horwitt Memorial Nutrition Lecture: Exercise Deficiency Syndrome: The Primacy of Exercise as a Therapeutic Agent in Frailty (Multicomponent Vivifrail approach) presented by Mikel Izqieureido, DPT</p> <p><i>Physical inactivity has been argued as a key factor contributing to the onset of muscle mass and function decline (i.e, sarcopenia), which in turn is a key aspect related to frailty. The positive physiological effects of exercise on most systems as people age need to be reiterated. Sedentary behaviour, or a lack of sufficient physical activity, are themselves causes and will also accelerate individuals on a trajectory towards frailty. Here we thus hypothesize that exercise, because of its global benefits across multiple physiological systems, should be a targeted, front line, therapeutic agent to improve intrinsic capacity.</i></p> |
| 11:30 AM – 12:00 PM | <p>Treatment Resistant Depression in the Geriatric Population, presented by David Beck, MD</p> <p><i>Dr. Beck will provide insights into new options for treating depression in the older adult population.</i></p> |
| 12:00 PM – 1:00 PM | Lunch (Provided) |

| WORKSHOP SESSION II | |
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| 1:00 pm – 2:45 pm | <p>Workshop F: An Introduction to Cognitive Stimulation Therapy (CST); making a difference for those with dementia, presented by Janice Lundy, BSW, MHA and Debbie Hayden, RN, OTR/L</p> <p><i>The workshop will provide participants with a brief overview of CST, an evidence-based program for persons with mild to moderate dementia. Key principles and features of CST and the research supporting its use in multiple settings will be highlighted.</i></p> |
| 1:00 pm – 2:45 pm | <p>Workshop G: Narrative Medicine, Part I (Part II will be offered during Workshop Session III), presented by Cara Wallace, PhD., LMSW, April Trees, PhD, Jennifer Ohs, PhD, and Leslie Hinyard, PhD</p> <p><i>Part I of this two-part workshop will address the integration of a narrative medicine approach into end-of-life care planning.</i></p> |
| 1:00 pm – 2:45 pm | <p>Workshop H: Leveraging Community Resources for Fall Prevention, presented by Helen W. Lach, PhD, RN, Selena Washington, PhD, MSPH, OTR/L, Jamie Opsal, MSG, and Juliette Simone, MPH, MBA</p> <p><i>Learn about local efforts to support fall prevention and resources for older adults in the St. Louis region.</i></p> |
| 1:00 pm – 2:45 pm | <p>Workshop I: Beyond the Burnout Assessment: Effective Strategies to Provide Care to Caregivers in Practice, presented by Max Zubatsky, PhD, LMFT</p> <p><i>Participants in this workshop will gain information related to supporting caregiver well-being in practice settings.</i></p> |
| 1:00 pm – 2:45 pm | <p>Workshop J: The Importance of Brain Exercises and How the Brain Can Adapt After Injury, presented by Maurice Redden, MD and Rita Khoury, MD</p> <p><i>Drs. Redden and Khoury will present current and emerging strategies for treating behavioral symptoms for persons experiencing dementia and how enhancing neuroplasticity can benefit and improve cognition.</i></p> |

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| 1:00 pm – 2:45 pm | <p>Workshop K: Patient Driven Payment Model in Nursing Homes Part 1, presented by Sherri Robbins, RN, BSN, CLNC, RAC-CT, LNHA and Julie Bilyeu</p> <p>The Medicare Fee for Service payment model will change from the Resource Utilization Group (RUGs) payment system to a Patient Driven Payment Model (PDPM) beginning October 1, 2019. The RUG payment system has been heavily scrutinized for relying primarily on rehabilitation services provided to determine payment, PDPM is based on patient characteristics and their inclusion on the Minimum Data Set (MDS) assessment.</p> <p>Part I will explore the basics of PDPM and include strategies SNF providers may embrace for success under the new payment model. The session will include ICD-10 coding basics and functional scoring basics.</p> |
| 2:45 PM – 3:00 PM | Afternoon Break |
| Workshop Session III | |
| 3:00 PM – 5:00 PM | <p>Workshop L: Interprofessional Team Practice Application, presented by Julia Henderson-Kalb, PhD., OTR/L</p> <p><i>Facilitated by interprofessional faculty, participants will be assigned to one of two sessions based on discipline to engage in the development of a geriatric case from an interprofessional perspective.</i></p> |
| 3:00 PM – 5:00 PM | <p>Workshop M: Interprofessional Team Practice Application, presented by Janet Head, PhD, RN</p> <p><i>Facilitated by interprofessional faculty, participants will be assigned to one of two sessions based on discipline to engage in the development of a geriatric case from an interprofessional perspective.</i></p> |
| 3:00 PM – 5:00 PM | <p>Workshop N: Suicide Assessment and Intervention Among Older Adults presented by Shannon Cooper-Sadlo, PhD., LCSW</p> <p><i>Dr. Cooper-Sadlo will discuss issues of suicide risk, prevention, assessment, and intervention within the geriatric population.</i></p> |
| 3:00 PM – 5:00 PM | <p>Workshop O: Narrative Medicine, Part II, presented by Cara Wallace, PhD., LMSW; April Trees, PhD, Jennifer Ohs, PhD, and Leslie Hinyard, PhD</p> <p><i>Part II of this two-part workshop will focus on strategies for implementation of end-of-life care planning.</i></p> |
| 3:00 – 5:00 PM | <p>Workshop P: Advanced Geriatric Assessment, presented by Angela Sanford, MD, Babatunde Olumide, MD, and Theodore Malmstrom, PhD</p> <p><i>Building on the basic geriatric assessment, this workshop will provide an in-depth exploration of a comprehensive interprofessional geriatric assessment.</i></p> |
| 3:00 – 5:00 PM | <p>Workshop Q: Patient Driven Payment Model for Nursing Homes Part II, presented by Sherri Robbins, RN, BSN, CLNC, RAC-CT, LNHA and Julie Bilyeu</p> <p>The Medicare Fee for Service payment model will change from the Resource Utilization Group (RUGs) payment system to a Patient Driven Payment Model (PDPM) beginning October 1, 2019. The RUG payment system has been heavily scrutinized for relying primarily on rehabilitation services provided to determine payment, PDPM is based on patient characteristics and their inclusion on the Minimum Data Set (MDS) assessment.</p> <p>Part II will use case study information to explain to participants the financial impact of various patient characteristics. We will also discuss MDS schedules, the interrupted stay policy and billing complexities during the session.</p> |
| 5:00 PM | Evaluation / Conference Adjourned |