older caregivers. Social support does not buffer high caregiving demands more strongly at older ages, though, showing two distinct processes. Demanding caregiving appears particularly detrimental for psychological well-being as people age, and the efficacy of social support resources do not increase to compensate.

Session 1400 (Symposium)

FOUR APPROACHES FOR IMPLEMENTING INTERPROFESSIONAL EDUCATION

Using Microsoft Teams, the students from Psychology and marketing at Upper Iowa University, create a marketing plan focused on proposing a product or service targeting older adults. The Michigan LEND program, engages a minimum of 4 disciplines in practice online simulation approaches to respond to a case study. At Wayne State University and University of Detroit Mercy, during a zoom visit with community dwelling 50+ old adults, students from 9 disciplines collaborate on recommendations, referrals, and resources to improve health and/or quality of life. Marquette University students from 10 health professions participate in a series of four half-day workshops, designed in alignment with the Interprofessional Education Collaborative (IPEC) core competencies.

MARKETING AND PSYCHOLOGY: AN INTERDISCIPLINARY PARTNERSHIP

Melinda Heinz, and Summer Zwanziger Elsinger, Upper Iowa University, Fayette, Iowa, United States

Students enrolled in Psychology of Aging and Consumer Behavior combined efforts during an 8-week course to create marketing plans focused on proposing a product or service targeting older adults. The goal of the project was to 1) infuse aging content into the curriculum 2) increase awareness of older adult consumers and 3) decrease aging stereotypes. Student teams were engaged in this project one day each week over 8 weeks. Instructors created weekly tasks to break down components of the project and each student group was required to turn in evidence of their completed task. During the 2020-2021 academic year, participants used Microsoft Teams and recorded their tasks for instructors to grade. A rubric was used to facilitate grading of weekly team tasks and similar weights/points were used in both classes to create similar levels of student “buy in.” Suggested implementation tips for both face-to-face and online modalities will be discussed.

SIMULATION APPROACH TO INTERPROFESSIONAL EDUCATION

Margaret Greenwald, Wayne State University, Wayne State University, Michigan, United States

A team practice simulation approach to interprofessional education is presented. Participants (79 trainees over 4 years) were assigned to one of six teams representing clinical services for a client with complex clinical needs (medical care, outpatient therapy, dental, nutrition, speech and hearing, leadership). Each student within the team was assigned a specific role (e.g., primary care, policy maker, family member). A critical component of this activity is that each participant adopted the role and perspective of an individual in a different clinical area than their own. In preparation for a live discussion by all participants, each team met to study their assigned clinical roles and to prepare a one-page slide addressing specific questions given only to their team. At the live session, the overall goal was to develop a coherent clinical plan for the client. This is an effective approach for IPE in care of clients across the lifespan.

USING CANVAS FOR AN INTERPROFESSIONAL VIRTUAL TEAM VISIT

Ashley Reed, Wayne State University, Detroit, Michigan, United States

The is session will demonstrate how to use the Canvas learning management system (LMS) to organize and facilitate interprofessional education experiences (IPE) amongst students and faculty. Emphasis will be placed on the use of modules as a way to organize content and facilitate requirements associated with IPE. In addition, the session will include demonstration on how to assign disciplines to sections to aide in faculty abilities to review of student submissions.

CURRICULAR APPROACH TO IPE: PREPARING HEALTH PROFESSIONS STUDENTS TO DELIVER TEAM-BASED CARE

Stacy Barnes, and Kelly Horton, Marquette University, Milwaukee, Wisconsin, United States

Interprofessional education (IPE) is essential to prepare students for future healthcare careers and to meet accreditation requirements for health profession schools. After surveying successful IPE programs across the country, Marquette University developed a curricular approach. Over 1,500 students from 10 health professions (Athletic Training, Medical Laboratory Science, Counseling Psychology, Dentistry, Medicine, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Speech-Language Pathology) currently participate in a series of four interactive, half-day courses which are aligned with the Interprofessional Education Collaborative (IPEC) core competencies. Courses were moved online in response to the pandemic and are currently delivered using Microsoft Teams. Feedback from learners and faculty is gathered using post-event surveys and has been overwhelmingly positive. Learner outcomes are measured using the Interprofessional Collaborative Competencies Attainment Survey. Overall, this approach has proven to be an effective and efficient model for delivering IPE to large numbers of students.

GOING VIRTUAL WHEN THE DOORS CLOSE: ADDRESSING GERIATRIC WORKFORCE TRAINING NEEDS DURING A PANDEMIC

Chair: Linda Edelman Co-Chair: Gail Towsley Discussant: Timothy Farrell

The focus of our Geriatric Workforce Enhancement Program (GWEP) is to enhance long-term services and support (LTSS) and primary care healthcare workforce capacity through interprofessional education (IPE) and to increase patient, family, and caregiver engagement. When it