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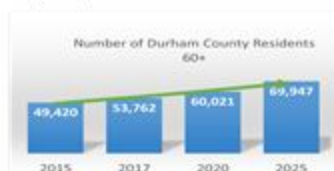
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CONCLUSIONS

- A short course on Health Equity and Aging was well received by an interprofessional group of Advanced Trainees in Geriatrics
- Key curricular components included online resources, community field trips and a group project
- Recommendations for improvement included more time for certain topics and clarity of expectations for assignments

BACKGROUND

The older adult population in Durham will increase by 40% by 2025 to nearly 70,000



Income and access to other resources, like housing, varies dramatically according to race.

Median Income of Medicare Beneficiaries by Race	
White	\$30,050
Black	\$17,350
Hispanic	\$13,650

Inequities related to race, gender, and income affect wellbeing and independence in late life.

As part of the Geriatric Workforce Enhancement Program (GWEP), academic and community partners developed a course on Health Equity and Aging for an interprofessional group of advanced trainees in geriatrics.

OBJECTIVES

Learners participating in the course will be able to:

- 1) Appreciate the impact of social determinants on health disparities among older adults
- 2) Enhance awareness of the role of implicit bias in inequities in health care delivery for older adults, particularly by race.
- 3) Identify the role of community-based organizations in developing strategies for addressing social factors and inequities in Durham.

METHODS

Learners: Post-graduate trainees from geriatric medicine (6), geriatric psychiatry (2), adult geriatric nurse practitioners (3), pharmacy (2), and physical therapy (1).

Curriculum: Short course entitled "Using an Equity Lens to Engage Communities in the Care of Seniors." Four two-hour face-to-face sessions. Strategies included interactive discussions, online readings and videos, community field trips, a group project, and participation in a workshop on racial equity.



Group project: Case study of older adult living in Durham.

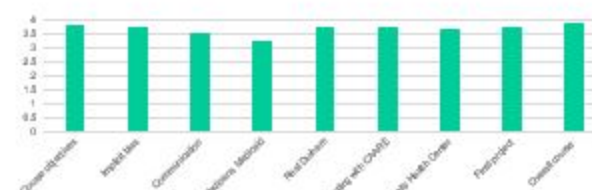
	Identity	Bias	Social determinants	Community resource	Improving practice
Question or Activity	Summarize personal history, including their cultural and ethnic background.	List sources of potential bias that may have impacted that individual's health.	Identify challenges with respect to social determinants of health.	Describe a community-based organization aimed at addressing that challenge.	Propose an idea for how the need for this service might be expedited in clinical practice.
Example	Older woman recently discharged from DUH	Age, race, gender, income, ability	Food insecurity	Meals on Wheels, SNAP benefits	Ask about access to food

Racial Equity Institute Workshop "A Groundwater Approach to Racial Equity" Data and stories from a variety of sources demonstrate the ongoing and pervasive impact of race. <https://www.racialequityinstitute.com/>

RESULTS

End of course survey assessed quality and utility of teaching, learning resources and community experiences on 4-point Likert scale and via responses to open-ended questions.

Learner Ratings of Course Components



Themes from Learner Comments:

Key learning points:

Improved awareness of "sources of bias" and "expanded perspectives" as well as new found knowledge of community programs and resources.

Application to their lives and work:

Focus on integrating community resources into practice. One learner promised to "keep community resources in mind when trying to help patients and families get what they need."

Gaining understanding the social context for their patients and becoming more connected to the community. "These issues (Social Determinants) are not going anywhere. They run deep. As a provider, it is my duty to ensure that I can tease out insecurities and meet the patient where they are."

Recommendations for improvement:

Improve access to online resources
Clarify expectations for the final project
Allow more time for certain topics—particularly Medicare and Medicaid.