

Education (AIRE) Medicine-Geriatrics Integrated Residency and Fellowship national pilot program. Further investigation of why trainees choose Med-Ger training and are more likely to continue with careers in geriatrics is needed in order to replicate the success of the MCW Med-Ger program.

AN INTER-UNIVERSITY VIRTUAL GERIATRIC CASE COMPETITION TO BUILD INTERPROFESSIONAL COLLABORATION SKILLS

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Developing positive learning experiences in team-based geriatric care is challenging. This presentation will highlight an inter-University geriatric case competition for developing interprofessional competencies in health professional students sponsored by the Geriatric Workforce Enhancement Programs at Saint Louis University and the University of Minnesota. The virtual competition involved teams of 4-5 undergraduate and graduate students from multiple health professions who designed a comprehensive care plan using a simulated complex geriatric patient case. Students were assigned to an interprofessional team with a faculty or community expert coach, attended an orientation, and developed a 20-minute recorded presentation. A panel of judges rated team presentations using a scoring rubric based on the Core Competencies for Interprofessional Collaborative Practice. Local competitions included a first and semi-final round, with the winning teams presenting at the inter-university competition held via live videoconferencing that involved a question-and-answer session. Prizes were given to the top teams. Students, coaches, and judges completed evaluation surveys focused on satisfaction with the competition format/procedures and achievement of interprofessional competencies. Twenty-one teams and 117 students from 12 disciplines participated. Team scores ranged from 2.2 to 4.3 (overall mean 3.1) on a 1-5 scale. Judge, coach, and student evaluations were positive, indicating students learned valuable lessons in group dynamics, team-based care, and geriatric care. Most students (82%) preferred the virtual competition format or had no preference on format. The virtual case competition provided a positive, engaging experience to introduce health professional students to geriatric team-based care and develop their readiness for collaborative practice.

ART AND AGING: USE OF SOCIAL MEDIA FOR GERIATRIC EDUCATION

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Social media as an educational tool for health care learning has untapped potential. Benefits of social media include peer-to-peer engagement, active learning and interprofessional training. Here we explored social media platforms as a vehicle to deliver short, pithy clinical pearls from evidence-based, peer-reviewed manuscripts. Key points from recent medical publications are paired with pre-existing artwork to provide visual reinforcement of the clinical pearl. Dubbed

“Art and Aging”, the clinical pearl and artwork combination is posted on different social media platforms such as Instagram, Twitter and Facebook, thus allowing for an expansive audience. Different hashtags and tags are used to increase followers and engagement on each platform. Over a 9 months period learner engagement increased by 150% and includes a diverse learner profile. These curated social media platforms show considerable promise for disseminating Geriatrics best practices. As yet, we do not know subject matter retention or whether it changes clinical practices - both questions which are future research objectives.

EXPERIENTIAL SERVICE LEARNING: PROMOTING COMPETENCY-BASED EDUCATION FOR GERONTOLOGY STUDENTS

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Service-learning is an effective pedagogical approach meant to deepen learners understanding of course content by linking scholarship and social action when structurally organized based on attainment of professional core competencies. The recent COVID-19 pandemic caused a rethinking of the way service learning practicum is delivered, especially as it relates to training health professionals who engage collaboratively with older persons (individuals aged 65 years and older). This poster examines the challenges faced by gerontology students as they transitioned to fully virtual learning and practicum format, the lessons learned, and how to close the gap between theory and practice for better programmatic processes. The data used to gather students experiences include; student reflective journals, class discussions and survey questions to students (n=44). The analytic framework utilized is the Social Cognitive Theory, (SCT)- which explains how individuals can master concepts through verbal and physical persuasion, including peer modelling. The goal is to promote learners self-regulatory skills to achieve the course learning objectives, as obtained from the SCT six strategies for setting achievable goals, through: Feedback, self-instruction, self-monitoring, use of support and goal setting. Some of the lessons learned suggest students benefit more from service learning when they receive continuous feedback about how to develop intergenerational relationships with older adult partners assigned to in the community (68%), than from goal setting strategies (24%). The implication for practice is: there is a need to develop structured service-learning guidelines for undergraduate students in gerontology program to be prepared to better serve older adults.

GERIPOP: OLDER ADULTS POPULATION HEALTH SERIOUS GAME

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Health professionals have limited opportunities to learn about population health in their curriculum. With a shortage of geriatricians nationwide, health care systems need different ways to provide evidence-based geriatric care. To address both these shortcomings, a serious game, called