MULTICAMPUS PROGRAM IN GERIATRIC MEDICINE & GERONTOLOGY

Since its inception in 1979, the UCLA Multicampus Program in Geriatric Medicine and Gerontology (MPGMG) has been recognized as a national leader in providing clinical care for older persons, teaching physicians and other health professionals how to better care for older persons, and conducting research aimed at improving the health and independence of older persons. With over 62 full-time faculty members representing many disciplines, the MPGMG is one of the largest academic geriatrics programs in the world.

The MPGMG is comprised of three core sites: The Ronald Reagan UCLA Medical Center and the Center for the Health Sciences, the VA Greater Los Angeles Healthcare System, and the Anna and Harry Borun Center for Gerontological Research. In addition, these core sites have community-based, nursing home, and home care programs, which extend the clinical and teaching missions of the MPGMG beyond the academic medical center. The research and educational missions of the MPGMG also link the Program to other schools and departments on the UCLA campus as well as its affiliated institutions.

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A MESSAGE FROM THE DIRECTOR

The mission of the UCLA Multicampus Program in Geriatric Medicine and Gerontology (MPGMG) has three components:

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To train physicians and other health professionals to provide exemplary care of older persons, and train new faculty to educate and lead geriatric education.

To conduct research aimed at improving the current and future health and health care of older persons, and train new investigators to conduct this research.

To provide the highest quality care of older persons, particularly those who are frail.”

The following pages will provide you with a closer look at how our clinical, research, and educational resources accomplish this mission.

Our research programs are broad and integrated to foster diverse interests and training of clinician-investigators and research scientists. The centers and research training programs provide the backbone for individual research efforts that are supported by federal, state, and foundation grants to UCLA faculty. Through these research programs, the UCLA MPGMG seeks to discover new knowledge that will improve the health of all older persons.

The MPGMG offers a wide array of training programs that are tailored to meet the career goals of individual health professionals. These programs range from basic geriatrics training for those working towards their first health professions degree, to advanced research training for those who have focused their careers on creating new knowledge to improve the health of older persons.

Over the last three decades, the MPGMG has assembled a portfolio of geriatrics training opportunities that are funded by institutional and external sources including foundations, state and federal government agencies, and philanthropists. In addition to basic required training that is part of general professional training (e.g., medical student geriatrics curriculum), there are concentrations in aging and geriatrics in social welfare, nursing and public health. In addition, we offer specialized programs for medical students interested in research, clinical fellowships in geriatrics, advanced fellowship training programs that focus on research and education, and faculty development programs, including programs that focus on minorities and those that focus on faculty from other institutions. Many programs are interdisciplinary and emphasize a team approach to health care and research.

Our approach has been to work with students and trainees to identify their goals and design a program to help achieve them. For some, the goals may simply be to feel comfortable and confident in providing health care to older persons. Others may wish to focus their careers on the care of older persons. We believe that the best hope for the health of older Americans, today and in the future, is a well-trained professional work force providing care in an effective health care delivery system.

David B. Reuben, MD
Director
The MPGMG is comprised of three core sites: the Ronald Reagan UCLA Medical Center and the Center for the Health Sciences, the VA Greater Los Angeles Healthcare System, and the Anna and Harry Borun Center for Gerontological Research.

In addition, these core sites have community-based, nursing home, and home care programs, which extend the clinical and teaching missions of the MPGMG beyond the academic medical center.
The Ronald Reagan UCLA Medical Center is the University-owned teaching hospital for the David Geffen School of Medicine at UCLA. It comprises 520 private patient rooms, an emergency department, and ambulatory clinics that accommodate more than 300,000 patient visits per year (including over 12,700 visits to the geriatrics practice). The Medical Center offers an extensive array of specialty and ancillary services. Specialized services for older persons include multidisciplinary geriatric assessment, ambulatory primary care, specialty women's care, in-patient continuity of care and consultation, community-based care, subacute and nursing home care, home visit primary care, in-patient geropsychiatry, and geropsychiatry consultation.

In addition, the Santa Monica-UCLA Medical Center and Orthopaedic Hospital is a University-owned, community-based, 315-bed hospital that houses a 33-bed Geriatrics/Medicine Unit. The Division has a second geriatrics office location adjacent to the Santa Monica Hospital with over 3,700 visits to geriatrics practices.

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Department of Veterans Affairs Greater Los Angeles Healthcare System
Geriatric Research, Education and Clinical Center (GRECC)

The Veterans Affairs Geriatric Research, Education and Clinical Center (GRECC) program is a congressionally mandated program of centers of excellence, first established in 1976 to serve as a national resource to improve the care of older Americans. There are currently 21 GRECCs established at leading VA medical centers nationally. The VA Greater Los Angeles Healthcare System (GLAHS) GRECC is one of the largest and most productive GRECCs in the country.

The mandate of the GRECCs is to improve the VA's capability to provide services that are highly effective and appropriate in meeting the medical, psychological and social needs of older individuals through:

1. Performing basic, clinical, and health services geriatrics and gerontological research,
2. Training health care personnel in providing improved care to older individuals,
3. Developing, evaluating and disseminating innovative clinical care programs for older veterans.

The original Sepulveda and West Los Angeles VAMC GRECCs were established in 1977 and 1978, respectively. Following the merger of the Sepulveda and West Los Angeles VA medical centers in 1999, the two GRECCs integrated in 2001 to establish one program, consisting of two sites with fully integrated activities.

As a research and training institution affiliated with the David Geffen School of Medicine at UCLA, the GLAHS GRECC is widely known for its excellent programs in interdisciplinary team training and geriatric training for associated health professionals, with over 240 trainees annually. Specialized services and clinics include outpatient geriatric assessment, geriatric medicine primary care, geriatric pharmacy, geriatric psychiatry, home-based primary care, home care coordination via telehealth technology, geriatric diabetes, falls prevention, osteoporosis and musculoskeletal disorders, sexual dysfunction, pressure ulcers, a day hospital program, respite care, a 280-bed academic nursing home, hospital and home based hospice care, and a preventative outreach system.

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Anna & Harry Borun Center for Gerontological Research

The Anna and Harry Borun Center for Gerontological Research focuses on creating and testing interventions to improve quality of life of older adults with long-term care needs. The Borun Center is a collaboration between the David Geffen School of Medicine at UCLA and the Los Angeles Jewish Home. Borun Center partners include researchers from UCLA, the Veterans Administration and RAND. Research activities are interdisciplinary and conceived according to a model of aging that addresses social, economic, environmental, and psychological problems, as well as deficits in health status.

The Center’s research programs are grounded in application of provider behavior change models to improve care for older adults. Current research activities include improving caregiver communication with older adults, bringing resident voice into care planning, improving identification of the needs of long-term care patients, prevention and management of pressure ulcers, improving sleep through environmental modification, fall prevention, and consumer satisfaction among nursing home residents and their families.

The Center’s mission encompasses three primary objectives:

- Identify factors that affect the quality of life of vulnerable older adults;
- Develop and test interventions to improve life quality for this population; and
- Disseminate these interventions by providing a model for their use, through publications, conferences, and collaboration; and ensuring their adoption by providing a system of training and expert support.

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For over a quarter century, UCLA and its affiliated institutions have recognized the need to develop new initiatives in geriatrics and gerontological research to advance knowledge regarding older people and the aging process. The research interests of UCLA faculty span the basic, clinical, social, and behavioral sciences. Research conducted by MPGMG faculty focuses upon the clinical epidemiology, diagnosis, and treatment of diseases of older persons; health services delivery; the physiology of age-related changes; and the basic cellular and molecular biology of aging.
UCLA Center of Excellence

In 1988, the UCLA Center of Excellence (CoE) was among the first ten Centers funded by the John A. Hartford Foundation. The UCLA CoE is designed to support the development of faculty whose research, teaching, and service will help ensure that the nation meets the health care needs of older persons. The UCLA CoE accomplishes its goal through six methods:

1. Support of medical student activities including the Geriatric Medical Student Interest Group and the Student Summer Research Program;
2. Stipend, tuition, and leadership training support of advanced geriatrics fellows, including those who are in combined geriatrics-subspecialty training programs;
3. Salary support of junior clinician-scientist geriatrics faculty to provide protected time for career development;
4. An augmented mentoring program for junior faculty in geriatric medicine and other disciplines;
5. Pilot-equivalent support for junior faculty in geriatrics and other disciplines focusing on aging;
6. Infrastructure support to facilitate junior faculty grant submission and post-award grant management.

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Claude D. Pepper Older Americans Independence Center at UCLA

In 1991, the MPGMG became one of the first three National Institute on Aging Claude D. Pepper Older Americans Independence Centers (OAIC). This center, renewed in 1996, 2001, and 2006, links interventional research to basic science research with the common goal of promoting the independence of older persons.

The UCLA OAIC’s theme is “Developing Interventions to Maintain Independence and Understanding Mechanisms of Successful Interventions.”

The UCLA OAIC specific aims are to:

1. Provide intellectual leadership and innovation for geriatrics and aging research on the Center’s theme and related research
2. Stimulate translational links between basic and clinical research, with an emphasis on inflammation
3. Facilitate and develop novel multidisciplinary research
4. Stimulate incorporation of emerging technologies
5. Serve as source of advice and collaboration to other institutions
6. Provide career development of future research leaders

The Center stimulates scientific discovery through four Research Cores (Recruitment, Research Operations, Analysis and Cost-effectiveness, Inflammatory Biology), a Pilot and Exploratory Studies Core, a Research Career Development Core, and a Leadership/Administrative Core.

Research Cores provide four levels of support for external projects and internal OAIC activities:

1. Consultation — The wealth of resources in the UCLA OAIC and diversity of viewpoints have provided prompt and insightful methodological advice, including rigorous level of internal review of proposals and publications. This level of support is provided to many investigators who are directly supported by the OAIC and others whose research may relate to the OAIC’s theme and goals.

2. Short-term — For selected projects and pilots, Research Cores will provide more in-depth services such as conducting specific analyses and performing assays. Decisions about whether these can be supported through a Core’s basic budget versus requiring additional funds are made on a case-by-case basis depending upon the cost of the request, potential to lead to future funding for OAIC-related research, and level of investigator (junior faculty receive priority for uncompensated core support).
3. **Ongoing or Long-term Support** — In general, when ongoing support from a core is needed by a project, the effort of core personnel and resources are budgeted as part of the research proposal or additional funds will be sought. In these instances, investigators gain the experience, efficiency, and reliability of core services by purchasing them as part of their budget. Some exceptions to the rule that studies must bear these costs are made to support pilots and junior faculty conducting small studies.

4. **Partnership on New Proposals** — Investigators enlist OAIC Cores as partners to perform key functions of new research and introduce OAIC-related research questions and hypotheses.

The purpose of the UCLA Pilot and Exploratory Core (PEC) is to promote innovative basic and clinical research, conducted by collaborating teams of junior and senior investigators through pilots and exploratory studies, that falls within the UCLA OAIC’s research theme. These studies serve as the basis for additional, important studies that require additional extramural funding.

Pilot funding generally starts July 1 and requests for proposal are announced in the autumn. The total number of pilot projects to be funded is determined by the total annual budget of the PEC core and the budgets of the selected pilot projects.

The goal of the Research Career Development Core (RCDC) is to train junior faculty members to become future academic leaders in translational basic, clinical, and health services research directed toward improving the independence of older persons. The RCDC offers some salary and research support to junior faculty through its Career Development Award (CDA) program. CDA funding generally starts July 1 and requests for applications are announced in the autumn.

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UCLA Mentored Clinical Scientist Development Award Program

The purpose of the National Institute on Aging-sponsored Mentored Clinical Scientist Development Award Program (K12) is to foster the growth and career development of junior clinician-scientist faculty in geriatrics that will lead to research independence. The major theme of the K12 is health services research and clinical epidemiology. The Program is led by senior geriatrician clinician-scientists and guided by an Advisory Committee.

Candidates have come from the extensive geriatrics training stream stretching from medical school to research training fellowships, as well as from faculty from other disciplines who have focused on aging research. Mentors include UCLA faculty who have research interests in aging. For each award recipient, a Mentoring Committee similar to a doctoral committee is established to monitor the awardee’s progress. Requests for applications are issued when positions become available.

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UCLA Center on Aging

In 1991, the UCLA Center on Aging was created with the mission to enhance and extend productive and healthy life through preeminent research and education on aging. The primary geographical focus is Southern California, however the impact may extend to a national and international audience.

The Center's primary goals are to:

1. Promote collaborative interdisciplinary research that will enhance quality of life and longevity;
2. Expand life-long learning that will achieve productive and vital aging;
3. Increase awareness of the UCLA Center on Aging and its mission, programs and accomplishments.

The Center involves UCLA’s foremost specialists to support interdisciplinary research and education in fields such as Medicine, Dentistry, Biochemistry, Economics, Psychology, Social Welfare, and Public Health.

The Center promotes living better longer through campus and community education programs including Memory Training, Senior Scholars, community meetings, newsletters, Mentor Programs, and research conferences.

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Resource Centers for Minority Aging Research

In 1997, the National Institute on Aging, National Institutes of Health established the Resource Centers for Minority Aging Research (RCMAR) initiative as part of the effort to reduce health disparities between minority and non-minority older adults.

The Resource Centers for Minority Aging Research mission is to decrease health disparities by:

- Increasing the number of researchers who focus on the health of minority elders;
- Enhancing the diversity in the professional workforce by mentoring minority academic researchers for careers in minority elders health research;
- Improving recruitment and retention methods used to enlist minority elders in research studies;
- Creating culturally sensitive health measures that assess the health status of minority elders with greater precision; and,
- Increasing the effectiveness of interventions designed to improve their health and well-being.

A central coordinating center provides logistical support to the RCMAR centers, and oversees dissemination activities designed to reach the larger research and health professional communities, public policy makers, and consumers. The coordinating center is also the national clearinghouse for measurement tools, instruments, publications, community activity, pilot research, and other resources developed by RCMAR investigators.

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MPGMG EDUCATIONAL PROGRAMS

The MPGMG is a national leader in education and training in geriatrics and gerontology. MPGMG offers geriatric and gerontology content for all levels of medical students and residents; for undergraduate and graduate students in the health and social sciences, in addition to post-graduate fellowships and courses. In addition to clinical training programs, such as the UCLA Intensive Course in Geriatric Medicine and Board Review, the MPGMG also offers unique programs in geriatric management and leadership, faculty development, policy, and best practices.
Online Health and Aging Resources

The UCLA GeroNet website houses the latest information about aging resources at UCLA. Researchers, health professionals, students, trainees, and the general public are just a few clicks away from:

- UCLA Programs and Centers that focus on aging
- Patient Care
- Educational Programs
- New Research Findings
- Calendar of Aging Events
- Educational and Clinical Tools
- Funding Opportunities for Research and Education
- Careers in Aging
- Faculty with an Interest in Aging
- Ways to Give

For more information on these and other...
For more information on these and other programs, visit us online at:

GERONET.UCLA.EDU
UCLA Academic Geriatric Resource Center

The UCLA Academic Geriatric Resource Center (AGRC) is one of six Centers administered by the Regents of the University of California as part of the Academic Geriatric Resource Program (AGRP), authorized in 1984 by the California State Legislature. The AGRP mandate continues to be: to address the health needs of older persons in California by developing and implementing programs to educate and train geriatric health care providers in the multiple disciplines that care for older persons and by advancing public service and research in this area.

The mission of the UCLA AGRC is the promotion of intra- and inter-disciplinary training in geriatrics and gerontology throughout the campus and the community. It is the locus for geriatric programs and courses within the four health science schools (Dentistry, Medicine, Nursing, and Public Health) and for gerontology courses in the Department of Social Welfare in the School of Public Affairs and the College of Letters and Sciences. The Center on Aging sponsors community-based programs on aging. Since its inception twenty-five years ago, the AGRC has developed, maintained, and evaluated numerous geriatric courses and training programs, promoted faculty development and the recruitment of new faculty in the field of aging, nurtured interdisciplinary relationships throughout the campus, and opened the doors of the campus to the community for public education about aging issues.

The UCLA AGRC is implemented in the four health science schools (Dentistry, Medicine, Nursing, and Public Health), the Department of Social Welfare in the School of Public Affairs, at the undergraduate level in the College of Letters and Sciences, and at the Center on Aging (CoA).

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Leadership and Management in Geriatrics

Most health professional graduates enter further training or practice without the benefit of any background in finance, business, or leadership. In today’s complex healthcare systems world, however, these graduates become painfully aware of this lack in their education and training. American Geriatrics Society, the Hartford Foundation, and the Association of Directors of Academic Programs, among others, have identified this gap as a serious problem, affecting the success and viability of the continuum of long term care services.

The UCLA Academic Geriatric Resource Center created the Leadership and Management in Geriatrics (LMG) in 2002 to address this gap in the professional development of physicians, nurses, nurse practitioners, and allied health professionals who work in clinical and academic settings related to long-term care. LMG affords participants the opportunity to spend time in an intensive and highly interactive setting with leaders in the field of geriatric medical management. Participants are encouraged to think “out of the box” and consider novel approaches to creating and managing geriatric clinics, practices, and services.

A unique feature of the workshop is the opportunity for participants to sit in small collaborative groups with a faculty mentor to develop and implement an action plan for a worksite-specific management/leadership challenge.

Registrants receive detailed instructions for a pre-course assignment in which they identify the worksite-specific management/leadership issue they wish to address. This assignment is the opening exercise of the conference and is an integral element of the conference process.

At the end of the course, participants should be able to:

- Identify unique characteristics of geriatric health care services
- Describe and apply key elements of business/organizational theory to medical practice
- Describe and apply geriatric leadership and management skills to medical practice
- Describe at least three models for geriatric practice
- Identify and apply collaborative problem solving skills
- Identify and apply mentor/mentee skills
- Create and implement an action plan to address a worksite management/leadership issue

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**Undergraduate Medical Education**

The MPGMG teaches geriatrics to UCLA medical students during each of their four years of study. In the first three years, substantial components of the innovative “Doctoring” course are devoted to clinical modules that focus on the problems of older persons. In addition, geriatrics is taught in the more traditional pathophysiology course and clinical clerkships. Students also have the option of taking an advanced elective clerkship in geriatrics at any of several MPGMG sites.

The UCLA Geriatrics Student Interest Group, an official American Geriatrics Society (AGS) affiliated student group, is also made available to undergraduate students. On a monthly basis, the group coordinates planned activities with the student interest group from the Charles R. Drew University.

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**Medical Student Training in Aging Research**

The Medical Student Training in Aging Research (MSTAR) program at UCLA, UCSF and UCD provides in-depth mentored aging-related research experience to over 20 medical students per year selected from a highly competitive national pool of applicants. The MSTAR program continues and strengthens the original Hartford/AFAR Medical Student Geriatric Scholars Program, established in 1994, which trained over 1000 students from more than 100 medical schools. The program is one of seven funded nationally by NIA through the T35 mechanism. The student scholarship is designed to increase awareness of geriatrics as a unique field of medicine, to support the work of outstanding medical students in the field of geriatrics, and to encourage students to consider leadership roles in academic geriatric medicine.

In this program, students spend 8–12 weeks 1) conducting aging research under the close supervision of an experienced mentor; 2) acquiring essential research skills; 3) networking with other medical students and faculty also having an interest in aging research; 4) learning about careers in aging; 5) learning about common clinical topics in aging; and 6) participating in clinical care of the aged.

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Geriatric Curriculum for Residency Training at UCLA

The Division of Geriatric Medicine, Department of Medicine offers two levels of inpatient services at the Santa Monica-UCLA Medical Center, each staffed by one Division of Geriatrics attending physician and two internal medicine residents. Under the supervision of a geriatric attending, residents are responsible for patient admissions, daily care and discharges. Residents participate in daily interdisciplinary rounds with the multidisciplinary team involved in the care of each patient. This team includes members from each of the following areas: social work, physical/occupational therapy, nutrition, speech pathology, nursing staff, and discharge planning. In addition to caring for their patients, residents also follow selected patients to the skilled nursing facility (SNF) once a week for continuity of care, under the supervision of a Division of Geriatrics attending physician at the SNF.

Residents receive daily planned didactic lectures from attending geriatric faculty, as well as members of the multidisciplinary team. Lecture topics include palliative care, delirium, levels of care, pressure ulcers, elder abuse, hospice, discharge planning, polypharmacy, hip fractures, malnutrition, and pain management.

The goals and objectives of these rotations are to:

1. Acquire knowledge and skills in the management of acute medical illness in older patients
2. Acquire knowledge and skills in evaluation and management of common geriatric syndromes including, but not limited to, delirium, dementia, immobility, malnutrition, polypharmacy, pre- and post-operative complications, geriatric psychosocial problems, discharge planning, and elder abuse
3. Acquire experience in evaluation and management of frail elderly patients with multiple acute and chronic illnesses
4. Understand functional status and how it relates to inpatient geriatrics and discharge planning
5. Acquire knowledge in running family meetings
6. Learn how to address end of life issues with patients and their family members
7. Gain experience caring for older adults in a community hospital setting
8. Learn how to manage medical problems over the telephone (when appropriate)

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VA-UCLA Geriatric Medicine Fellowship

The VA-UCLA Geriatric Medicine Fellowship Program is a 12-month clinical experience leading to eligibility for the ABIM/ABFP examination for the Certificate of Added Qualifications in Geriatric Medicine. The program is ACGME accredited through the Department of Medicine at the David Geffen School of Medicine at UCLA. The curriculum consists of block rotations and supervised clinical experiences at affiliated campuses, providing the opportunity to study and participate in a broad variety of different models of geriatric health care delivery. In addition, fellows are assigned to a longitudinal clinic and nursing home responsibility at one of the campuses. The curriculum also includes a weekly lecture series, as well as didactic and other scholarly activities ongoing at each of the campuses.

The program is designed to provide training in geriatric medicine for physicians and leads to eligibility for the ABIM subspecialty/ABFP added qualifications examination in geriatrics. The VA-UCLA Geriatric Medicine Fellowship Program has a national and international reputation for excellence in geriatric education, research, and clinical care. Many graduates have had successful careers in academic, clinical and other leadership roles.

The VA-UCLA Geriatric Medicine Fellowship Program is highly competitive and often fills early. Completed applications are reviewed and selected for interview by committee. Personal interviews with faculty from each of the core sites are mandatory.

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Bureau of Health Professions | UCLA Advanced Fellowship
Faculty Training Program in Geriatric Medicine, Psychiatry, and Dentistry

UCLA offers two-year faculty training in clinical care, teaching, administration and research tailored to the career goals of the individual fellow. The primary goals of this program are to:

- Provide future and current faculty with knowledge and skills necessary for exemplary geriatric patient care.
- Develop teaching, research, and administrative skills in preparation for faculty positions in geriatrics.
- Prepare faculty to provide culturally sensitive care and to teach these principles in future programs.
- Prepare health professionals to serve underserved populations.

A two-year faculty training program is available in geriatric medicine, psychiatry, and dentistry. In addition to the discipline-specific training experiences, each fellow receives training in cultural and ethnic diversity, as well as clinical experiences with underserved populations. Fellows also participate in a weekly seminar series in geriatrics and gerontology, the Annual UCLA Intensive Course in Geriatric Medicine and Board Review, and the UCLA Leadership and Management Geriatrics program. In the past, some fellows have elected to pursue advanced degrees in the UCLA School of Public Health or in the UCLA Geffen School of Medicine in the field of Clinical Education during their fellowships.

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VA Special Fellowship Program in Advanced Geriatrics

The goal of the VA Advanced Fellowship in Geriatrics is to develop outstanding academic and/or healthcare systems leaders with vision and knowledge in geriatrics who are committed to leading the field in the 21st century. Both physician fellows (geriatric medicine or geriatric psychiatry) and postdoctoral associated health fellows (from nursing, dentistry, optometry, psychology, podiatry, pharmacy or audiology/speech pathology) are eligible for this program. This is a two-year program offered at several VA Geriatric Research, Education and Clinical Centers (GRECCs) around the country, including the VA Greater Los Angeles Healthcare System GRECC. This VA fellowship provides outstanding training in geriatrics/gerontology research, interdisciplinary educational opportunities, and advanced clinical and program administration-learning opportunities.

Fellows complete two years in a personalized and specially integrated curriculum spending at least 75 percent of their time in research, education, and career development. Trainees follow either of two paths in their development as academic leaders in geriatrics. Fellows in the Investigator path are expected to develop a scientific research project, publish research results in a peer reviewed journal, present at a national meeting, and participate in grant writing. Fellows in the Clinician-Educator-Administrator path will develop excellence in academic education and skills in administration of geriatrics and extended care service delivery programs.

Physician fellows must have a current, active license to practice medicine and have successfully completed a Board qualifying year of ACGME accredited clinical training in geriatric medicine, geriatric family medicine, or geriatric psychiatry. Postdoctoral associated health fellows must have graduated from an accredited clinical doctoral program including all required residency or internship experiences that prepare them for eligibility for VA employment.

For more information on all VA Advanced Fellowship Programs, please visit: www.va.gov/oaa/SpecialFellows/programs/

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Donald W. Reynolds FD~AGE Advanced Geriatric Fellowship

The Donald W. Reynolds FD~AGE Advanced Geriatric Fellowship for Clinician-Educators provides a one-year experience in medical education and advanced geriatrics skills. Experience, training, and personal mentorship are designed to prepare trainees for an academic career as a clinician educator. The program includes required coursework in medical education while developing experience in teaching, curriculum development, and program administration within the UCLA MPGMG. While maintaining a longitudinal clinical experience, trainees also develop an individual area of specialized clinical skill and expertise as they build a foundation of writing and publication skills.

At the conclusion of the program, graduates will be able to:

- Develop curriculum for teaching geriatrics
- Evaluate outcomes of a teaching program
- Utilize multimedia presentations and other technology for teaching
- Demonstrate teaching skills in didactic lectures, small group discussions, problem-based learning, and at the bedside
- Demonstrate teaching skills for all levels of trainees including medical students, residents, fellows, and continuing medical education for physicians
- Demonstrate teaching skills for other disciplines including the lay public
- Demonstrate clinical knowledge and skill in an area of special interest
- Demonstrate creativity in writing and publications

Training is integrated over the campuses affiliated with the MPGMG including the UCLA Center for Health Sciences Campus, the West Los Angeles VA and the Sepulveda VA Ambulatory Care Center, and Nursing Home. Each of these campuses support unique clinical and academic experiences supervised by full time UCLA geriatrics faculty. The UCLA geriatrics faculty, many of whom are nationally and internationally recognized, are involved in a broad variety of research, education, clinical projects, subspecialty programs and other scholarly activities.

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California Geriatric Education Center

The California Geriatric Education Center (CGEC) is a well-established statewide consortium that currently includes five partners: University of California, Los Angeles (prime); California State University, Northridge; University of California, Irvine; University of California, San Diego; California Council on Gerontology & Geriatrics. Our programs target an interdisciplinary audience, including allopathic medicine, nursing, social welfare, public health, gerontology, pharmacy, and dentistry.

The primary objectives of the CGEC are to:

1. Prepare faculty members and other health educators to provide aging-related education and training experiences;
2. Train key health providers in educational and leadership positions in order to upgrade their skills in the care of older Californians; and
3. Provide technical assistance in the development, implementation, dissemination and evaluation of geriatric education and training at all levels of higher education and in and among all health professions.

Our educational efforts address key interdisciplinary team care and service provision issues, including evidence-based prevention, elder abuse, health literacy and community services

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Systems Approach to Gerontology Education

“A Systems Response to Improving Education on Aging in California” addresses two national challenges to higher education: the need to educate an ethnically and culturally representative workforce and the need to prepare health and social service providers to supply quality services and care to older adults. Our project intersects these two issues to improve the quality, accessibility, retention, and sustainability of higher education programs in gerontology and related health and social service disciplines.

Our objectives are to:

1. Establish a cross-system project management structure that draws upon a broad range of experts, systems representatives, and key stakeholders;
2. Adapt existing models for cross-system education, articulation, and faculty development;
3. Create and test competency-based gerontology curricula for gerontology, nursing, and social work representing education/career ladder principles and national disciplinary standards;
4. Plan and implement faculty development programs in gerontology;
5. Document process (formative) evaluation and summative outcomes at four levels: system, institution, faculty and student level; and
6. Present processes, procedures, tools and products to foster adoption in additional California regions, and ultimately to promote national dissemination.

Systems Approach to Gerontology Education (SAGE) is an interdisciplinary partnership woven through five institutions and across three disciplines. The partnership includes three nursing program partners: two Associate Degree programs at Ventura College and Santa Barbara City College, and a new undergraduate nursing program California State University at Channel Islands. The program partner for gerontology is the California State University, Northridge. UCLA houses the undergraduate minor in gerontology, the social work masters program and the new undergraduate nursing program. The administrative core is based at the UCLA Multicampus Program in Geriatric Medicine & Gerontology. This project is funded by the U.S. Department of Education, Funds for Improving Post-Secondary Education.

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Intensive Course in Geriatric Medicine | Geriatric Pharmacy & Board Review

This four-day intensive course in geriatric medicine emphasizes a functional assessment approach to comprehensive care of older adults and is directed toward health care professionals who care for older persons, and toward faculty in teaching programs in geriatrics and gerontology. This course is especially useful to internists and family physicians who are preparing for either the Examination for the Subspecialty Certificate of Added Qualifications in Geriatric Medicine or the Re-certification Examination.

The California Geriatric Education Center will offer its Intensive Course in Geriatric Pharmacy and Board Review concurrently with the Geriatric Medicine course. Participants of the Geriatric Medicine course will have the opportunity to attend any of the Geriatric Pharmacy sessions.

At the conclusion of this course, participants should be better able to:

- Identify the basic principles of geriatric medicine
- Apply principles of geriatric assessment, geriatric pharmacology, rehabilitation, and long-term care to the patient care setting
- Describe the changes in physiology and drug disposition that occurs as part of the aging process
- Understand key aspects of neurology, cardiology, psychiatry, urology, pharmacology, and rheumatology as they apply to older patients
- Identify psychosocial problems and ethical issues in decision-making, and formulate an approach to these problems
- Comprehend the major geriatric syndromes such as incontinence, pain management, osteoporosis, and explain the appropriate geriatric medicine approaches to them
- Be more effective teachers of geriatrics and geriatric pharmacology to other health professionals, as appropriate

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Donald W. Reynolds FD~AGE Mini-Fellowship Program

The goal of the Donald W. Reynolds Faculty Development to Advance Geriatric Education (FD~AGE) Mini-Fellowship Program at UCLA is to strengthen clinician-educators’ knowledge and skills in teaching contemporary issues in geriatrics education. The Mini-Fellowship Program at UCLA provides an innovative curriculum in medical education and advanced geriatrics teaching skills through experience, training and personal mentorship.

The Mini-Fellowship Program is divided into four specific fellowship tracks: Generalist, Hospitalist, Palliative Care and Skilled Nursing Facility. Each track geared toward improving participants’ knowledge of and skills for integrating principles of geriatrics into their current roles and responsibilities as clinician-educators.

At the conclusion of the Mini-Fellowship Program, participants in all tracks will be able to:

- Create and implement an action plan to improve the quality of geriatric education at their institution
- Learn how to maximize content delivery effectiveness through developing platform skills
- Through the use of standardized students, work constructively with other participants to solve communication challenges
- Demonstrate functional feedback techniques during one-minute precepts
- Identify cognitive and physical dysfunctions in elderly patients

If selected to attend the Mini-Fellowship Program, participants are offered the extraordinary opportunity to train with leaders in geriatric medicine at no cost. Applicants must have a current faculty appointment in a medical training program, a valid U.S. medical license and little or no prior formal training in geriatric medicine.

The Donald W. Reynolds FD~AGE Program at UCLA also offers a limited number of scholarships to the Annual UCLA Intensive Course in Geriatric Medicine and Board Review (see page 26). Faculty who are not geriatricians looking to expand their knowledge and skills in teaching geriatric medicine are eligible to apply. Scholarships cover the cost of the course tuition and offer clinician-educators a unique opportunity to train with some of the leaders in geriatric medicine.

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Donald W. Reynolds FD~AGE On-Site Consultation Program at UCLA

The Donald W. Reynolds FD~AGE On-Site Consultation Program at UCLA is designed to provide guidance to medical schools and residency programs looking to develop their geriatric teaching programs. These consultations will provide counsel and recommend best strategies to expand or create successful medical education programs in geriatric medicine.

Consultations are available at no cost to all medical schools and residency programs, except those who have funded Reynolds programs. Medical schools that do not have the critical mass of geriatrics faculty to launch major geriatrics programs are encouraged to apply.

Each consultation will be individually tailored to meet the goals and objectives of host institutions and will be performed by a senior geriatrics faculty member from UCLA. In preparation for the consultations, host institutions will be asked to prepare background information about their programs, including an institution profile and a brief SWOT (strengths, weaknesses, obstacles, threats) analysis. The site visit is typically one day in duration and include meetings with key local people and may include presentation of grand rounds by the consultant.

During the site-visit, program leaders and consultants work to set goals and objectives and outline an action plan to reach those goals. After the site-visit, consultants prepare and submit a formal report summarizing key observations and recommendations for implementing the action plan and further developing the host program. Consultants periodically follow up with the host institution and further counsel program leaders in achieving their objectives. A follow-up evaluation is also conducted by UCLA to measure progress and assess the impact of the consultation program.

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To find out more about these and other programs, check us out on the web!

WWW.GERONET.UCLA.EDU