

Buddy Programs Across the ADCs 1997-2019

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The Buddy Program History & Framework

- Launched 1997 Northwestern physician diagnosed with Alzheimer's disease. Unable to practice medicine, but could mentor a medical student.
- Rooted in value and belief that persons living with early dementia have continued capacity to make meaningful contributions to society and others.
- Medical students gain knowledge and experience outside clinical setting
- Based on relationship, dialogue and reciprocity



1997-2019 273 Matched Pairs



PATIENTS TEACH STUDENTS

Buddy Program Goals

THE BUDDY PROGRAM

- Educate medical students regarding dementia
 - Increase dementia knowledge
 - Heighten awareness of the skills and strengths which remain in people with this disease
 - Provide opportunity to see firsthand how persons living with dementia responds to their own changing abilities.
- Familiarize students with issues related to the daily care and support of persons with dementia and their families

- Become familiar with most effective ways of communicating with persons with dementia.
- Introduce students to research and practice opportunities in related fields
- Provide persons with dementia an opportunity to serve as a mentor to a future doctor





Buddy Program Structure



- Recruit 1st year medical students at the beginning of the academic year
- Pre-post testing of knowledge and attitudes
- 3 hour orientation on basics of dementia, communication and family caregiving
- Match Day
- 4 hours a month in activity of their choosing
- Monthly student process meetings
- End-of-Year Reflection Paper
- Mid-Year evaluation
- Year-End Focus Celebration
- Focus Groups for Mentors and Families



Data Collection

- Student Pre-Post Tests
 - Jefferson Scale of Physician Empathy (Hojat et al., 2001)
 - Dementia Attitudes Scale (O'Connor & McFadden, 2010)
 - Family Stigma in Alzheimer's Disease Scale (Werner, Godstein & Heinik, 2010)
 - Dementia Knowledge
 - Northwestern (Morhardt & Kaptanoglu)
 - Boston University (Jefferson et al)





- Student Activity Journal Form
 - Activity type, date, time
 - Describe 'buddy' mood & behavior
 - Describe student reactions, thoughts, feelings
 - Interactions with caregiver
 - Concerns
 - Plan for next visit
- Student Reflection Paper
- Mentor & Care Partner
 - Mid Year Feedback
 - End-Year Evaluation Focus Groups

Results







- Significant increase in knowledge of dementia:
 - 6.5% increase in NU BP Dementia Knowledge test, p<0.0001
 - 8.1% increase in Boston PAIRS test, p<0.0001
- Significant increase in empathy towards those with dementia:
 - 12.2% increase in Jefferson Empathy Scale, p<0.0001
- Significant increase in positive attitudes towards those with dementia:
 - 13.5% increase in Dementia Attitudes Scale, p<0.0001
- Significant decrease in stigma towards those with Alzheimer's Disease:
 - 12.5% decrease in the Stigma in AD Scale, p=0.023

- Qualitative thematic analysis
 N= 27 students, 107 journal entries
 - Increasing comfort over time
 - Seeing person in a more holistic context - person is more than their diagnosis
 - Increasing awareness of the subjective response (emotional impact) of person with dementia
 - Expressing curiosity regarding symptoms
 - Understanding the family's experience

Summary of Buddy Programs

Program	University	Student Makeup	Participant Numbers	Evaluation Methods
Buddy Program (1997)	Northwestern	1 st Year Medical Students Pre/Post Doctoral Students	273 dyads	Pre/Post: Knowledge, Stigma, Empathy, Attitudes Journals, Reflection Paper, Focus Groups
PAIRS (2007)	Boston	1 st Year Medical Students	79 dyads	Pre/Post: Knowledge, Stigma, Empathy, Attitudes Journals, Reflection Paper, Focus Groups
DUO (2012)	Washington	1 st Year Medical Students	64 dyads	Pre/Post: Knowledge, Attitudes, Empathy
A Friend for Rachel (2012)	Columbia	Pre-Medical Students: Undergraduate and Post-Bac	120 dyads	Pre/Post: ADKS, Attitudes Participant Interviews
PAIRS (2013)	Kansas	1 st Medical Students	102 dyads	Pre/Post: Dementia Attitudes, Dementia Knowledge. Journal entries, letter to teacher
Patient as Teacher (2014)	UCSF	1 st Year Medical Students, Dentistry, Nursing, Pharmacy, Physical Therapy	30 dyads	Pre/Post Survey Evaluation Survey
New Friends (2014)	UW-Madison	Physical and Occupational Therapy, Nursing, Medical Students	45 dyads	Pre/Post: Knowledge
Buddy Program (2016)	NYU	1 st Year Medical Students, Nursing, Undergraduates	118 dyads	Qualitative

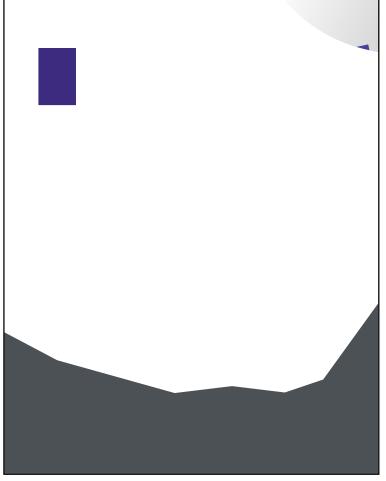
You want to start a program...



M Northwestern Medicine[®]

Feinberg School of Medicine

Mesulam Cognitive Neurology and Alzheimer's Disease Center



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Mesulam Center for Cognitive Neurology and Alzheimer's Disease

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As you go into a (mentoring relationship) you must remember that you are not the giver and the other a receiver, but that this is about RECIPROCITY, where if you cannot grow and learn from each other, this relationship will not prosper!

Dr. Johnetta Cole, President, Spelman College





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