

Effectiveness of an Online Alzheimer’s Disease Patient and Caregiver Colloquium for Medical Students: A Partnership Between the Alzheimer’s Association and University of Illinois College of Medicine

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Organized colloquia designed to connect medical students with AD patients and caregivers was effective at improving understanding and awareness of AD impact.

INTRODUCTION	METHODS	RESULTS	CONCLUSIONS	REFERENCES
- It is essential for medical students to receive comprehensive education on the impact of Alzheimer’s disease (AD) on patients and their families.^{1,2} - However, many often lack exposure to real-world patient/caregiver experiences early in their training.^{3,4} - The Alzheimer’s Association and University of Illinois partnered to develop an online colloquium for medical students to directly engage with patients and caregivers to increase understanding of impact and awareness of available resources.	- Data were collected from 519 medical students across five annual sessions. - Students were subdivided by class year (M1, M2) and campus (Chicago, Rockford, Peoria). - Students rated the effectiveness of (1) course content and (2) teaching delivery using a 5-point ordinal scale. - Ratings were analyzed across time, class year, and campus. - Qualitative feedback was reviewed to identify recurring themes.	- Overall, students rated the effectiveness of both course content and teaching delivery positively. >58% of respondents rated the course “extremely effective” (highest rating) 0% of respondents rated the course as ineffective. - Modest differences were found between Chicago M1 students (M=3.25; SD=0.8) and all other groups (mean range 3.47-3.72) on teaching delivery. - No other significant differences were found.	- These findings support the effectiveness of partnerships between medical schools and community organizations to enhance medical student education. - Direct engagement with AD patients and caregivers improves understanding and insight to the lived experiences of this population. - This strategy may be effective in addressing gaps in early medical training.	1. Sartani, et al. (2022) Increasing Collaborative Discussion in Case-Based Learning Improves Student Engagement and Knowledge Acquisition. Med Sci Educ. 32(5):1055-1064. 2. Shi ,et al. (2024) Clinical practice guidelines: an area for improvement within medical education. Cochrane Colloquium Glove Evidence Summit. 3. Nagle, et al. (2013) United States medical students' knowledge of Alzheimer disease. J Educ Eval Health Prof. 10:4. 4. 2026 Alzheimer's disease facts and figures. Alzheimer's Dement., 22: e71345. CONTACT Kyle Jennette: kjennett@uic.edu ALZHEIMER’S ASSOCIATION 