



ENGAGE –IL Scholars and Learners in Interprofessional Geriatrics (SLIG)

Summer 2021

Course Overview

NOTE: Due to the ongoing COVID-19 Pandemic, the 2021 SLIG course will be offered virtually. Course Directors reserve the right to make changes to the format or timing of planned sessions based on programmatic needs. It is important to be prepared for unexpected developments due to the COVID-19 pandemic and the SLIG 2021 program may be cancelled or altered in its format and/or delivery due to the COVID-19 health crisis.

PROGRAM DESCRIPTION

The goal of the Scholars and Learners in Interprofessional Geriatrics (SLIG) course is to enable health science students who are interested in geriatrics to acquire knowledge, understanding and appreciation of integrated, ethical geriatric care in a variety of health care settings as part of an interprofessional team. This course is designed to provide a rich, integrated, ethical learning experience for health science students with guided supervision by the Engage-IL interprofessional (IP) faculty.

The SLIG course engages students to understand and address the needs of the whole older adult person in diverse care settings: (1) community and home-based care, (2) acute care, (3) post-acute care, and (4) hospice. The didactic and experiential learning together cover the trajectory of an illness, at different levels and transitions of care.

The dynamic and interpersonal nature of teamwork and collaboration calls for the use of experiential and interactive educational approaches (Curran, Sharpe, Flynn, & Button, 2010). Therefore, at the heart of this scholarship are active, experiential learning, discussion and reflection on the unique qualities and needs of older adult patients across several life phases and how an integrated team of interprofessional practitioners can better address their needs. As noted above, the majority of the 2021 course will be delivered online via Zoom; each session will involve opportunities for active learning, e.g., small group discussion, interactive panel discussions, etc.

Students from the UIC College of Medicine (COM), College of Nursing (CON), College of Pharmacy (COP), Jane Addams College of Social Work (JACSW) and School of Public Health (SPH) who have completed at least two semesters of their professional programs, and are in good academic standing, are invited to apply.

A stipend of \$2,000* will be awarded to each scholar who successfully completes the SLIG course. Scholars may consider registering for an Independent Study to gain elective credit for this learning experience. Please note: Course credit is up to the discretion of the students' College/department and thus may not be granted to students in some professions.

The model of the experiential learning experience is transformative learning in which students develop geriatric expertise and interprofessional team skills.

Transformative learning is characterized by engagement in critical thinking and consideration of ethical conduct. According to Frenk et al. (2010): Transformative learning involves three fundamental shifts: from fact memorization to searching, analysis, and synthesis of information for decision making; from seeking professional credentials to achieving core competencies for effective teamwork in health systems; and from non-critical adoption of educational models to creative adaptation of global resources to address local priorities (p. 1924).

PROGRAM OBJECTIVES

After completion of this program, scholars will be better able to:

1. Define the four IPEC core competency domains and be familiar with the competencies within each domain.
2. Apply the IPEC competencies to assess inter-professional teamwork in geriatric care.
3. Define transitional care and explain the factors affecting effective care transitions for older adults between various levels of care.
4. Address health disparities related to the older adult population.

Weekly Learning Objectives

Weekly learning objectives are posted on Blackboard for each weekly learning experience.

Course Period:

The 6-week program will take place from June 22nd to July 29th, 2021. The course will meet 2-3 days per week. Typically we meet on Tuesdays and Thursdays however exact days/dates/times to be determined based on guest lecturers and community partner availability.

SLIG Course Co-Directors	
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with disability/access needs or questions may contact the Office of Disability Services at 312-413-2183 (voice) or 312-413- 0123 (TTY only) or visit <http://drc.uic.edu/>

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<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>

*Current HRSA Federal Grant (# U1QHP28730) stipend restrictions for Summer Scholars include:

1. If a student receives federal loans, the stipend may be applied to his/her student loan instead of being disbursed directly to the student.
2. Stipends will be disbursed into students' UIC accounts, not directly disbursed to students.
3. To learn more please visit <http://financialaid.uic.edu/scholarships.shtml>
4. If a student is a Foreign National, existing federal HRSA grant restrictions do not allow stipend payments, however, students are able to participate in the program without receiving stipend

For QUESTIONS about the SLIG program please contact:

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For QUESTIONS specifically related to UIC Blackboard, site please contact Blackboard help:
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References

Curran, V.R., Sharpe, D., Flynn, K., & Button, P. (2010). A longitudinal study of the effect of an interprofessional education curriculum on student satisfaction and attitudes towards interprofessional teamwork and education. *Journal of Interprofessional Care*, 24, 41-52.

Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T., Zurayk, H. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. *Lancet*, 376, 1923-1958.