



## **ENGAGE -IL Scholars and Learners in Interprofessional Geriatrics (SLIG)**

**Summer 2022**

### **Course Overview**

#### **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 geriatric 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.

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) and Applied Health Science (AHS) 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.

#### **PROGRAM APPROACH**

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:

**Course Orientation: Monday May 16<sup>th</sup> Virtual Session 5:30 – 8:30 p.m.**

**The 3-week program will take place from July 5<sup>th</sup> to July 22<sup>nd</sup>, 2022.** The course will meet 3 days per week. Typically, we meet on Tuesdays, Thursdays and Fridays however Students are advised to keep their schedules open during weekdays between 9 am and 5 pm from July 5 to July 22, 2022 because the course schedules are based on community partners and faculty availability and are therefore subject to change.

**Please note: It is important to be prepared for unexpected developments due to the COVID-19 pandemic and the SLIG 2022 program may be cancelled or altered in its format and/or delivery due to changes in the COVID 19 health crisis.**

SLIG Course Co-Directors	
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**POLICY ON ACADEMIC INTEGRITY** As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<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.

To learn more please visit <http://financialaid.uic.edu/scholarships.shtml>

3. 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

QUESTIONS specifically related to the Blackboard site please contact Blackboard help:  
[acc.uic.edu/service/blackboard](http://acc.uic.edu/service/blackboard)

QUESTIONS about the SLIG program:

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Technical support: Rahul Sai Samineni, [rsamin4@uic.edu](mailto:rsamin4@uic.edu)

## 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.