



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

Summer 2023

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 attitudes, values and competencies necessary for practicing comprehensive, patient- and family-centered geriatric care, as part of an interprofessional teams, in a variety of health care settings. 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 in understanding and addressing the needs of the older adult as a whole 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), 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 possible to be granted to students in some colleges.

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 will be posted on Blackboard for each weekly learning experience.

Course Period:

Course Orientation: Monday May 15th Virtual Session 5:30 – 8:30 p.m.

The program will take place June 27th and July 14th, 2023. The course will meet 3 days per week during this 3-week period. Typically, the class meets on Tuesdays, Thursdays and Fridays however Students are advised to keep their schedules open during weekdays between 9 am and 5 pm from June 27 to July 14, 2023, as 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 2023 program may be cancelled or altered in its format and/or delivery due to changes in the COVID-19 situation.

SLIG Course Co-Directors	
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DISABILITIES NOTIFICATION: The Office of Disability Services works to ensure the accessibility of UIC programs, classes, and services to students with documented disabilities, including vision or hearing impairments and emotional or physical disabilities. If you need accommodations, be sure to register with the UIC Office of Disability Services and notify your professor of your needs before the Immersion Day. Students 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/>

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

QUESTIONS about the SLIG program:

ENGAGE-IL Project Manager & SLIG Coordinator: Jake Yaeger, jyaege3@uic.edu (312) 379-9988

Technical support: ~~Rahul Sai Samineni, rsamin4@uic.edu~~ Vamsi Mandalapu vmanda8@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.

Gruss, V., Hasnain, M. Building the Future Geriatrics Workforce through Transformative Interprofessional Education and Community-Engaged Experiential Learning *Journal of Interprofessional Education & Practice*. 2021. <https://doi.org/10.1016/j.xjep.2020.100389>. Epub 2020 Dec 8.