

GERON 6960/INTMD 7035 Syllabus
Fourth Year Geriatric Medicine/Gerontology Elective

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Contact Information

Name	Position	Phone/Pager	email
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Course Information

Brief Description of Course

This course is designed to provide medical students with the competencies they need to better provide care for older adults, regardless of whether they will enter primary or specialty care, and regardless of whether they one day pursue training in geriatrics. The course is a unique hybrid to equip students with knowledge and skills in both gerontology (the study of aging) and geriatric medicine. The elective's schedule is split 50:50 to accommodate the didactic and clinical components. *The didactic curriculum is entirely on line.* The gerontology focus is to acquire interdisciplinary knowledge of the aging process experienced by the individual, families, and society as a whole. The content provides an expansive overview of the biological, psychological, and social dimensions of aging as they relate to best practices in geriatric healthcare.

Course Goals

As a result of successfully completing GERON 6960-090/INTMD 703 students will be able to:

1. Describe key point of health promotion and aging using the 4Ms Framework of Age Friendly Health Systems.
2. Explain how myths and stereotypes of aging shape attitudes, policy, and care related to older adults.
3. Describe demographic changes occurring in the U.S. and explain the implications for society.
4. Compare theoretical perspectives of the biological, psychological, and social aspects of aging.
5. Recognize sources of diversity in the aging experience, and describe the impact of gender identity, race, sexual orientation, culture, and socioeconomic status on older people.
6. Understand the unique aspects of designing, conducting, and interpreting aging research.
7. Develop and appreciate the interdisciplinary nature of the field of gerontology.

Course Format & Schedule

Timeline

Students are expected to complete the course over the duration of 1 month by completing online modules and meeting with faculty of record for weekly 1-hour discussions.

Educational and Instructional Modalities

50% didactic with online activities, discussions, and assigned readings. Students will meet with the instructor weekly for one hour to review submitted assignments and to discuss how the didactic topic(s) of the week relate to their geriatric clinical rotation experiences. Students will select a topic related to Age Friendly Health Care to research and present as a poster at the Center on Aging Annual Retreat. Students will be supported to submit an abstract of their work to other aging venues as appropriate.

Clinical experiences may be in person and/or via telehealth. Students will have the opportunity to rotate through a variety of geriatric medicine clinical experiences.

Role of the Student in this Course

Students are expected to complete all online modules and assignments, attend weekly discussions and attend assigned clinical experiences. All assignments and discussions should incorporate didactic topics and theory in relation to geriatric clinical rotation experiences.

Required Textbook(s)/Readings

Book Title + ISBN	Author/Publisher/Edition	Appx Cost
How We Age (ISBN: 978-0-7382-1558-7)	Agron, M. E./DaCapro Press	Instructor provides

Additional Resources

Additional resources will be provided electronically in weekly modules.

Assessment & Grading

Evaluation includes the timeliness as well as quality and depth of participation in discussions, assigned exercises, and written assignments. The course is outlined in weekly modules. **All assignments and readings are due Saturday by 5 pm at the end of each week** when responses in doc file format (as attachment) are submitted via email to linda.edelman@nurs.utah.edu. In order to provide timely feedback on assignments, no late work will be accepted. Exceptions can be made if arrangements with the faculty of record are made in advance or for personal emergencies or extenuating circumstances. Each situation will be examined separately and exceptions made with advanced notice from the student.

Rotation faculty will guide each student to select a topic of their choice germane to geriatrics/Gerontology. The student will research and synthesize the results into a poster presented to course faculty at the end of the rotation and at the annual Center on Aging research retreat poster session in the Spring.

Assessments

Assessment/Assignment	Due Date	Weight towards Final
Completion of weekly modules, written assignments and discussions	Saturdays, 5pm	
Poster for presentation	end of rotation	

Grading System

Final grades for the INTMD 7035 course are based on performance in both clinical and didactic portions of the rotation. The instructor provides feedback to the lead course instructor, Dr. Mark Supiano, regarding the students' performance in the didactic portion of the course in addition to whether they successfully completed the requirements needed to earn the graduate certificate in gerontology.

Student feedback is important and helps identify opportunities to improve the course. At the conclusion of each course, clerkship or rotation medical students are required to complete a summative evaluation. Evaluations are completed electronically and remain confidential.

Dismissal from a course and/or the college can result from unprofessional behavior.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations
Addressing Sexual
Misconduct Attendance
policy
Dress Code
Examination and Grading
Policies Grade or Score
Appeal Professionalism,
Roles & Responsibilities
Mistreatment

Center for Disability & Access Services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). Staff of the Center for Disability and Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

The Senior Director of the Academic Success Program, Dr. Steven Baumann (1C047B SOM Dean's Office, 587-3671, or (steven.baumann@hsc.utah.edu)), serves as the liaison between the School of Medicine and the Center for Disability and Access.

Faculty and Student Responsibilities

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee."

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." PPM 8-12.3, B. "Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning." PPM 8-10, II. A.

Online Guidelines:

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. **Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.**

Computer literacy: You will need to gain access to a computer and to the Internet at least three (3) times per week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard and flash drive; and on drive or as attachment to an email message you send to yourself). Each student is responsible for making sure assignments (including attachments) are submitted before the deadline, via the Assignment Dropbox, using the requested software in the required version, with the required extension. This generally means a MS Word® (.doc or .docx) or MS PowerPoint® (.ppt or .pptx) files.

Email Correspondence:

- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. **Please** re-send your email and/or contact faculty by phone if you do receive a response to your email within these parameters.
- Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or 'flaming' and is unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with us.

Faculty Responsibilities:

- Treat students with respect
- Inform students at beginning of class of general content, course activities, evaluation methods, grading, and schedule
- Convene scheduled classes unless valid reason and notice are given to students
- Respond to email correspondence and phone calls in a timely manner
- Perform high quality, constructive evaluations of written work and exams
- Return evaluations in a timely manner
- Make every effort to ensure an environment that is conducive to learning
- Enforce student code

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veteran's Statement

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the **LGBTQ+ community**, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

Learners of English as a Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (<http://linguistics.utah.edu/eas-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.