

Proposal Transmission to Academic Senate
Executive Committee from Graduate Council

Date 10 December 2007

Proposal Title Graduate Certificate in Gerontology

Department Gerontology Interdisciplinary Program

College Nursing

Contact Scott Wright

Approved by Graduate Council on _____

Dropped off for VP signature on 10 December 2007

materials included:

- ~~transmission letter from DSC~~
- proposal
- original letters of support
- original signature sheet
- electronic version sent

For Senate Exec. Committee Agenda on 17 Dec 2007



The University of Utah

College of Nursing
Gerontology Interdisciplinary Program

November 21, 2007

Dr. David Chapman
and Graduate Council Committee Members
(and Senate Executive Committee)

Dear Dr. Chapman and Graduate Council members,

Attached is a paper for a revised proposal for a Hybrid Curriculum Structure leading to a **Graduate Certificate in Gerontology** for Fourth Year School of Medicine Students (Elective Rotation). The revisions are based on several meetings with Dr. Mark Supiano, Dr. Susan Beck, and Dr. Scott Wright, and including a meeting with Dean David Chapman who provided constructive feedback in working toward the revised and resubmitted proposal.

The key changes that have been made subsequent to our discussion with you have been to decrease the credit hours earned from the four-week elective rotation from 15 to 5. The remaining 10 credits needed to earn the graduate certificate in gerontology derive from required School of Medicine courses and clinical experiences students acquire throughout the four year curriculum – these may be considered to be pre-requisites for the fourth year geriatric elective. In this manner, we are confident that medical students who are awarded the graduate certificate in gerontology through this pathway will have met the same rigorous criteria for its completion through the existing approved mechanism.

Thank you for your interest and support of our revised proposal. We look forward to the opportunity to present this to the Graduate Council on November 26.

Sincerely,

Scott D. Wright, Ph.D. - Director
Gerontology Interdisciplinary Program
Center on Aging
scott.wright@hsc.utah.edu
801-585-9542 (phone)



The University of Utah
College of Nursing

December 5, 2007

Dr. David Chapman
Dean, The Graduate School
302 Park
University of Utah

Dear Dr. Chapman,

I am writing in support of the attached proposal for a Hybrid Curriculum Structure leading to a **Graduate Certificate in Gerontology** for Fourth Year School of Medicine students.

This innovative, educational offering is a collaborative effort between Dr. Mark Supiano, Division Chief Geriatric Medicine, School of Medicine and Dr. Scott Wright, Program Director, Geriatric Interdisciplinary Program in the College of Nursing.

The 15 credit hours are earned through a four week intensive elective rotation in geriatric medicine (5 credits) and the remaining 10 credits needed to earn the graduate certificate in gerontology derive from required School of Medicine courses and clinical experiences students acquire throughout their four year curriculum. These educational experiences are considered prerequisites for the fourth year geriatric elective rotation.

We are confident that this approach will enrich the curriculum and provide the medical students who are awarded the graduate certificate in gerontology expertise in this important content area. In addition this integrated, educational pathway will meet the same rigorous criteria for completion as the existing approved graduate certificate in Gerontology.

Thank you for your time and interest in reviewing this proposal. We look forward to the opportunity to present this to the Academic Senate.

Sincerely,

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Endowed Chair



The University of Utah

School of Medicine

David J. Bjorkman, M.D., M.S.P.H. (H.S.A.), S.M. (Epi.)
Dean, School of Medicine

December 5, 2007

Dear Members of the Academic Senate Executive Committee:

I am writing to inform you of the enthusiastic support of the School of Medicine for the proposal to award medical students who complete the fourth-year elective course, Gerontology 6960, the University of Utah Graduate Certificate in Gerontology. I will briefly outline the history of this course and the significance of the Graduate Certificate in Gerontology for our medical students.

Shortly after his arrival, Dr. Mark Supiano proposed a new fourth-year medical student elective in Geriatric Medicine. This elective was approved through the Curriculum Committee and began in the 2006-2007 academic year. Subsequently, aided with the support of grant funding from the D.W. Reynolds Foundation Dr. Supiano received, he was able to enlist the support of Scott Wright, Ph.D. from the Gerontology Interdisciplinary Program to expand and enhance this fourth-year student elective. The objective was for Dr. Wright to develop an on-line didactic curriculum in Gerontology that could be completed during the month long fourth-year Geriatrics elective. The further objective was to develop a pathway through which medical students who complete this elective and its didactic component would be eligible to receive the Graduate Certificate in Gerontology. Together with the five credit hours that medical students would obtain from this elective course, an additional 10.8 credit hours are accrued as part of the required curriculum students receive throughout the four years of their medical school experience. The cumulative credit hours experienced in Gerontology are, therefore, equivalent to the Graduate Certificate in Gerontology that is offered through the Gerontology Interdisciplinary Program.

With this new hybrid course offering and the opportunity to complete the on-line didactic component, three fourth-year medical students have elected to take the course this academic year. The feedback from these students has to date be uniformly positive. We anticipate the availability of awarding the Graduate Certificate in Gerontology will enhance the subscription to this fourth-year elective for University of Utah students.

The School of Medicine strongly endorses the proposal to approve this pathway that will allow our medical students to complete the Graduate Certificate in Gerontology. We recognize the value of this added distinction in Gerontology that we hope will translate into a sustained interest in Geriatric Medicine as they launch their careers in medicine following graduation.

Sincerely yours,

David J. Bjorkman, M.D., M.S.P.H., S.M.
Dean



THE UNIVERSITY OF UTAH

10 South 2000 East; Salt Lake City, UT 84112-5880; (801) 581-8198; FAX (801) 581-4642

December 5, 2007

Dear Members of the Academic Senate Executive Committee:

I am writing to document my enthusiastic support for the proposal to allow medical students who elect to take an intensive rotation in Geriatric Medicine during their fourth year to qualify for the University of Utah Graduate Certificate in Gerontology. Dr. Bjorkman's letter has described the history of the evolution of this course. Dr. Wright and I envisioned the pathway to the Graduate Certificate in Gerontology as this new hybrid course was being created. I am extremely pleased and excited to offer our medical students the opportunity satisfy criteria for the Graduate Certificate in Gerontology. This will serve as an added incentive for medical students to elect the fourth-year rotation in Geriatric Medicine. It will also allow us to get more visibility for our geriatrics training program within the medical school as well as ultimately enhancing our ability to recruit fellows into our training program. In addition, we will be able to advertise the availability of this course on a national level and hope to attract students from outside the University of Utah who may be interested in obtaining future training within our institution – hopefully leading to training in geriatrics.

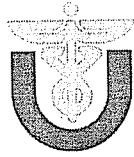
In preparing the application to the D.W. Reynolds Foundation that was subsequently funded, I was extremely pleased to have the resources of Dr. Wright and the Gerontology Interdisciplinary Program to be able to propose the creation of this course. Dr. Wright has done an outstanding job in developing the hybrid on-line curriculum that is completed during the fourth-year rotation. When our application to the Reynolds Foundation was reviewed, this pathway for a Graduate Certificate in Gerontology as part of the fourth-year course was viewed as one of the strengths of our proposal.

The University of Utah has a long and rich tradition of excellence in gerontology education. Under Dr. Wright's leadership, the Gerontology Interdisciplinary Program has also developed recognition for its innovative on-line course content. I am pleased to be able to provide this educational opportunity for medical students in the School of Medicine as well as to visiting students from outside of our school.

I, therefore, strongly endorse and encourage the support of the proposal to approve the alternative pathway for students in the School of Medicine to be awarded the Graduate Certificate in Gerontology from the University of Utah.

Sincerely yours,

Mark A. Supiano, M.D.
Executive Director, University of Utah Center on Aging
Professor and Chief, Division of Geriatrics
University of Utah Health Sciences
Director, VA Salt Lake City Geriatric Research, Education, and Clinical Care



The University of Utah

College of Nursing
Gerontology Interdisciplinary Program

Revised Proposal November 26, 2007 -
Highlights for the proposed curriculum structure to award
the Graduate Certificate in Gerontology
for 4th year Medical Students

- The traditional model for offering a graduate certificate in gerontology is based on students taking 15 credits hours of gerontology coursework and electives. This new model will offer the opportunity for medical students who have an interest in geriatrics to count their educational experiences in years MS1 through MS4 and a new Gerontology Immersion educational experience (didactic hybrid online and clinical in a four week rotation) toward the required credit hours needed for receiving the gerontology certificate.
- Proposed curriculum structure for awarding gerontology certificate to medical students is based on two primary clusters of educational experiences over the course of the medical student's training (MS1 through MS4).
- The first cluster ("Integrated Geriatric Medicine") is represented by the required School of Medicine courses and clinical experiences students acquire throughout the four year curriculum (MS1 –MS4) that is relevant to the field of aging. Based on the SCH formula as described by Dean David Chapman, we have calculated that this cluster of educational experiences is the equivalent of 10.8 credit hours. These experiences may be considered to be pre-requisites for the fourth year geriatric elective as described in the second cluster below.
- The second cluster ("Gerontology Immersion") is represented by the four-week elective rotation that incorporates both didactic (hybrid online course) and clinical learning experiences. Based on the SCH formula as described by Dean David Chapman, we have calculated that this cluster of educational experiences is the equivalent of 5 credit hours. This is a decrease from 15 credit hours as originally proposed in the presentation before the Graduate Council Sept. 24, 2008. The hybrid online gerontology course represents a total of 3 credit hours, the clinical experience represents a total of 2 credit hours, and the combined Gerontology Immersion experience (didactic + clinical) represents 5 credit hours.
- Combining the two clusters together, Integrated Geriatric Medicine (MS1 – MS4 @ 10.8 credits) and the Gerontology Immersion (MS4 {hybrid online course + clinical} @ 5.0 credits) provides the necessary 15 credits for awarding the Graduate Gerontology Certificate in Gerontology to 4th year medical students.

November 26, 2007

Proposed Curriculum Structure leading to a **Graduate Certificate in Gerontology** for
Fourth Year School of Medicine Students (Elective Rotation)

Overview

One of the primary goals of the recently funded project, "University of Utah Comprehensive Program to Strengthen Physician's Training in Geriatrics," (supported by the Donald W. Reynolds Foundation, Las Vegas, NV) was to expand the didactic curriculum offerings for fourth year medical students at the University of Utah who have an expressed interest in geriatric medicine.

One of the goals was to provide a hybrid curriculum that would be delivered primarily via Blackboard/WebCT online system that addresses the interdisciplinary aspects of the aging process and complements the intensive rotation schedule for Medical School students. The hybrid curriculum course would represent the cumulative and integrative educational experience ("capstone") for these students both in the fundamental and the advanced knowledge components associated with the interdisciplinary aging process. The rotation schedule for medical students places them in hyper-intensive learning environment within a much shorter time-frame than both the traditional university term schedule and term "session" (which is approximately a half of a normal term calendar block). The rotation schedule in the School of Medicine is designed on a four week calendar block (Monday through Friday).

Given the academic calendar of the School of Medicine and the intensive four week rotation schedule for fulfilling the requirements of electives in the pursuing a specialty focus in Geriatrics, the Gerontology Interdisciplinary Program at the University of Utah proposes the following hybrid curriculum structure in order to complete the requirements for a Graduate Certificate in Gerontology. Dr. Scott Wright, the Director of the Gerontology Interdisciplinary Program is the primary faculty responsible for the hybrid curriculum content and structure. This proposed structure leading to the graduate certificate will include both the intensive online course and clinical activities and substantial required educational experiences relevant to gerontology students acquire over the course of several years in medical school training.

CURRICULUM STRUCTURE LEADING TO A GRADUATE GERONTOLOGY
CERTIFICATE FOR MEDICAL STUDENTS

- *Integrated Geriatric Medicine*
Previous didactic and clinical experiences (over the course of four years)
- *Gerontology Immersion*
Intensive online didactic course (4 week)
Intensive clinical experience (4 week)

The proposed curriculum structure would include the recently developed hybrid course which includes the 4 week rotation of didactic and clinical experiences and the cumulative educational experiences over the course of the previous three years of training for each student. This cumulative package of educational experiences represents the specific and focused content that was relevant to geriatric and gerontological training (both didactic and clinical) during the course of each respective student's program of study. The quantification and measuring of those previous experiences will be presented in greater detail later in this proposal.

About the primary coordinator

Dr. Wright has been with the Gerontology Interdisciplinary program for over 20 years and was responsible for developing the first fully online Gerontology Graduate Certificate Program in the United States (approved by the Graduate School in 2000) and also serves as Director of the Graduate programs in Gerontology.

Dr. Wright was recently elected (March 2007) as Fellow in the Association for Gerontology in Higher Education (AGHE) which recognized his contributions to gerontology/geriatrics education in the United States. He is also currently serving as President of the Utah Gerontological Society (UGS).

Curriculum Structure for Graduate Certificate in Gerontology for 4th year Medical Students (MS4)

Gerontology Immersion

During the Fall (06) and Spring (07) terms, Dr. Scott Wright developed and organized the hybrid curriculum structure which combined the *key* pedagogical elements from four existing didactic gerontology courses and one of our practicum courses (field training/clinical) within the Gerontology Interdisciplinary Program. The pedagogical elements in the didactic courses are considered the core educational experiences from each respective course. This hybrid didactic course represents the fundamental cumulative experience (capstone) for eligible students. The four courses (each one at 3 credits hours each) that were integrated together were:

- GERON 6001 (Introduction to Gerontology)
- GERON 6002 (Services and Programs for Older Adults)
- GERON 6370 (Health and Optimal Aging)
- GERON 6604 (Physiology and Psychology of Aging)

The 4th year medical student would be expected to work in the hybrid online course each day (Monday –Friday) from 8:00 to noon each day for four weeks and “meet” with the instructor every Monday for at least two hours. Each student would also provide a synthesis presentation (approx. hour and half) after the completion of the four week program to the Dr. Scott Wright, Dr. Mark Supiano (4th year medical students).

4 GERON courses integrated together in intensive hybrid online course = 3 credits hours

These four courses combined and integrated into a hybrid curriculum structure representing the equivalent of 3 credit hours (3 credits) of work toward the Graduate Certificate in Gerontology.

In addition to the 3 credit hours of didactic work, the intensive clinical experience in those same four weeks will equate to 2 credit hours of Practicum course work to be counted toward the graduate certificate. Thus, in the four week rotation time period, the student would earn the equivalent of 5 credit hours to be counted toward the graduate certificate gerontology.

Intensive didactic online course = 3 credits
Intensive clinical experience (Practicum of 100 clock hours
@ 25 hours per week) = 2 credits

Total credits earned in 4 week rotation = 5 credits

Integrated Geriatric Medicine

As previously mentioned, the remaining credit hour requirements necessary for the certificate (the other ten credit hours) are based on a review of the previous three years of education for the student (MS1-MS4) and then establishing a process whereby we can quantify and translate those experiences into equivalent credit hours. This process was discussed with Dean David Chapman and he it found to be satisfactory in creating a system by which the remaining ten credit hours could be accounted for in creating a hybrid curriculum structure. We were then asked to identify those equivalencies and then resubmit the proposal to the Graduate Council (for this meeting Nov. 26th, 2008).

These equivalencies are based on the following guidelines:

- 15 in-class contact hours = 1 credit hour
- 50 practicum – clinical – hours = 1 credit hour

We have created the inventory and the equivalences are listed below:

MS1/MS2 Courses 50 contact hours = 3.33

The medical school curriculum during the first two pre-clinical years includes a *minimum* of 50 contact hours that are relevant to geriatric knowledge. These items are mapped to specific geriatric learning outcomes and their acquisition is tracked using an individualized web-based portfolio. In addition to the organ system based courses, these contact hours also occur in Social Medicine and Physical Diagnosis courses where specific geriatrics content has recently been integrated.

MS2 Geriatrics Course 10 contact hours = .67
This is a required second year course.

MS3 Internal Medicine 795 practicum hours over 12 weeks with 30% related to
Rotation geriatric issues = 5

MS3 Didactic	12 contact hours in weekly seminars over 12 weeks	= .8
MS4 Ethics Course	15 contact hours related to geriatric issues	= 1
Total M1-M4 Years		10.8 hours

In addition to these educational experiences, MS4 students are required to take a Clinical Skills Competency Exam at the beginning of the 4th year. The exam includes an evaluation of their communication and geriatric assessment skills using a standardized patient. Students will have successfully passed this exam prior to enrolling in the hybrid online elective rotation course in their fourth year.

By accounting for the previous educational experiences related to the study of aging in the medical student's training (MS1-MS4) and then translating that into student credit hour equivalencies, completion of the 5 credit hybrid elective course will result in more than the necessary 15 credit hours needed for the graduate certificate. We are confident that medical students who are awarded the graduate certificate in gerontology through this pathway will have met the same rigorous criteria for its completion through the existing approved mechanism.

All fourth year medical students seeking the Graduate Certificate in Gerontology will be advised and supervised by Scott D. Wright, Director, Gerontology Interdisciplinary Program, and in consultation with Dr. Mark Supiano, Chief, Geriatrics Division, and School of Medicine.

In summary, in order to meet the requirements of receiving a Graduate Certificate in Gerontology, each fourth year medical student will have the Integrated Geriatric Medicine cluster and Gerontology Immersion cluster counted as meeting the necessary credit hours and content requirements for being awarded a gerontology certificate in gerontology. Upon successful completion of the educational experiences, the medical students will be awarded the graduate certificate, which upon notification of the Registrar's Office, will appear on the student's transcript.

Respectfully submitted,

Scott D. Wright, Ph.D. – Director of Gerontology Interdisciplinary Program

Susan Beck, Ph.D. – Associate Dean, Academic Programs, College of Nursing.

Mark A. Supiano, M.D. – Chief, Division of Geriatrics, School of Medicine

10.3.1. Signature Page to Accompany Proposals Requiring Board Consent - This signature page, with all appropriate signatures included, should be sent to the Commissioner's Office and kept on file at the proposing institution.

Institution Submitting Proposal: University of Utah

College of Nursing

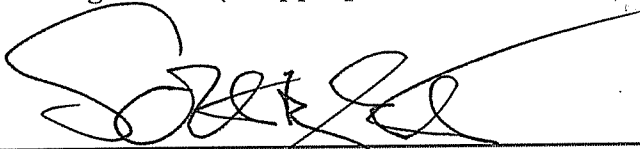
Gerontology Interdisciplinary Program

Recommended Classification of Instructional Programs (CIP) Code: _____

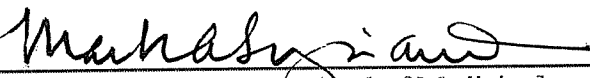
Graduate Certificate in Gerontology

Proposed Beginning Date: Fall 2007

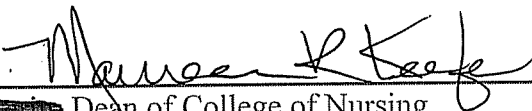
Institutional Signatures (as appropriate):



Director of Gerontology Interdisciplinary Program

x 

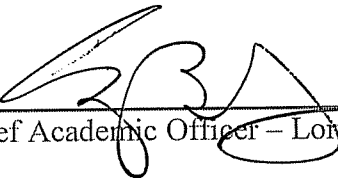
Division Chief - Geriatrics [School of Medicine]



~~xxxxxx~~ Dean of College of Nursing



Graduate School Dean - ~~David Chapman, Fred~~ Fred Rhodewalt



Chief Academic Officer - ~~xxxxxx~~ Loris Betz, Sr. Vice President, Health Sciences

President - Michael K. Young

Date