



# NCEAS Curriculum Collection

## Curriculum Submission

Please complete the form below and submit along with your curriculum on our website at:  
<https://sdoheducation.org/submit-a-curriculum/>

### Submission Checklist

Please include the following documents when submitting your curriculum:

- ✓ Teaching materials (e.g. PowerPoints, Word Documents or other course documents). Be sure to review the copyright information on our [website](#) and remove any non-essential graphics that are subject to copyright law. This most commonly includes graphics or pictures added for visual impact.
- ✓ Assessment materials (e.g. exams, essay prompts, etc., if relevant)
- ✓ Any additional training guides or supplemental documents that would aid in the replication of your curriculum

### Preliminary Information

Institution: **University of Illinois Chicago**

Program or Department: **ENGAGE-IL**

Submitter's First and Last Name: **Dr. Memoona Hasnain MD, MHPE, PhD**

Submitter's Email Address: **memoona@uic.edu**

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### Curriculum Details

Please write in **complete sentences** as your input will be used to generate a summary document on the education collection.

Title: **Scholars & Leaders in Interprofessional Geriatrics**

#### Summary of Curriculum:

The goal of the Scholars and Leaders 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 interprofessional teams, in a variety of health care settings. The SLIG course is designed to provide a rich, integrated, ethical geriatric learning experience for health science students with guided supervision by the interprofessional faculty.

#### What are the curriculum objectives?

The SLIG Course learning objectives are aimed at enabling students to: 1) apply patient- and family-centered approaches for addressing health disparities among older adults; 2) define transitional care and explain the factors affecting effective care transitions and strategies for addressing the needs of older adults at various levels of care; and 3) describe the Interprofessional Education Collaborative (IPEC) competencies and apply these to IP teamwork in a geriatric care setting. Together, these learning objectives address the continuum of care of older adults, including the trajectory of illness, at different levels including transitions of care.

Who is the primary audience (medical students, medical residents, nursing students, physicians, etc...)?

The primary audience are students from the UIC College of Medicine, College of Nursing, College of Pharmacy, Jane Addams College of Social Work, School of Public Health and Applied Health Science who have completed at least two semesters of their professional programs.

Approximately how long would it take a learner to complete the curriculum?

Students participate in an orientation session approximately six weeks prior to the three-week course and develop a paper proposal in the time in between orientation and course commencement.

Educational modalities (e.g. lecture, seminar, experiential)

The SLIG course is designed to provide a rich learning experience for health science students with mentoring and guidance by experienced interprofessional faculty. At the heart of this course is active

experiential learning with discussion and reflection on the unique qualities and needs of older adults, across life phases in a variety of care settings. The teaching and learning focus on how an integrated team of interprofessional health practitioners can optimize the health, well-being, and quality of life of older adults. Educational modalities include interactive lecture discussions with course faculty and invited speakers, experiential learning in community-based settings, development and presentation of a scholarly paper on a topic of students' interest related to geriatrics at an end-of-course Geriatrics Showcase. Students are encouraged and supported to disseminate their SLIG course papers beyond the course presentation.<sup>1</sup>

The course was offered in-person from 2016 to 2019 and since then has been offered virtually to accommodate safety needs due to the COVID-19 Pandemic.

When was the last time your curriculum was updated?

The last time the curriculum was updated was in 2023. The curriculum is updated annually based on program evaluation feedback from learners and other factors impacting course delivery.

Is there any additional information you think educators should know to replicate this curriculum?

### **Course & Learner Evaluation**

If your learners were assessed (e.g. tests, essays, direct observation), please provide a brief description and include any relative documents in your submission.

If outcomes of the curriculum were assessed (e.g. student satisfaction, improved knowledge or skills), please provide a brief description and include any relative documents in your submission.

The course has been running successfully since 2016. Students complete an end-of-course program evaluation. Our mixed-methods program evaluation approach utilizes the IPECC-Set self-efficacy tool.<sup>2</sup> We initially used the IPECC-SET 38 tool to assess students' self- efficacy in interprofessional collaborative practice. The data demonstrate that the participating students consider the course to be beneficial,

with 100% of students reporting program learning goals were met and that the program addressed all four IPEC domains. Since 2019 we have used a modified version of the instrument, the IPECC-SET Geri 9. We are encouraged by the overwhelmingly positive response by our students to the SLIG course and we plan to continue to contribute to developing the future geriatric IP workforce.<sup>3-4</sup>

### **References:**

1. Song Y, Jung MY, Park S, Hasnain M, Gruss V. Challenges of interprofessional geriatric practice in home care settings: an integrative review. *Home Health Care Serv Q.* 2023 Apr-Jun;42(2):98-123. doi: 10.1080/01621424.2022.2164541. Epub 2023 Jan 3.
2. Hasnain M, Gruss V, Keehn M, Peterson E, Valenta AL, Kottorp A. Development and validation of a tool to assess self-efficacy for competence in interprofessional collaborative practice. *J Interprof Care.* 2017 Mar;31(2):255-262. doi: 10.1080/13561820.2016.1249789. Epub 2017 Jan 27.
3. 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.
4. Course Website. <https://engageil.com/student-scholarship-program/>