COURSE NUMBER: GERON 6960-090/INTMD 7035
TITLE: Fourth Year Geriatric Medicine/Gerontology Elective
PREREQUISITE: None
TOTAL CREDITS: Variable
DIDACTIC CREDITS: Variable (Didactic coursework complements the clinical work during the rotation).
ACADEMIC TERM(S) OFFERED: 4 week rotation blocks in spring, summer, and fall semesters
FACULTY: Linda S. Edelman PhD, RN Associate Professor

COURSE DESCRIPTION:
This course is designed for students in geriatrics training in internal medicine residency programs who seek to obtain interdisciplinary knowledge of the aging process experienced by the individual, families, and society as a whole. This course provides an expansive overview of the biological, psychological, and social dimensions of aging as they relate to best practices in geriatric healthcare.

DIDACTIC OBJECTIVES:
The student will:
1. Describe key point of health promotion and aging.
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.

TEACHING METHODS:
Lectures, 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.

EVALUATION:
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. At the end of each week the MS4 student will submit via email linda.edelman@nurs.utah.edu their responses in doc file format (as attachment). Dismissal from a course and/or the college can result from unprofessional behavior.

TOPICAL OUTLINE:
1. Health Promotion and Aging
2. Aging Research and Theory
3. Demography and Diversity of the Aging Population
4. Contemporary Topics in Aging
GRADING:
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.

REQUIRED TEXTBOOK (PROVIDED BY THE INSTRUCTOR):
ISBN: 978-0-7382-1558-7

LATE ASSIGNMENT/MISSED ASSIGNMENTS POLICY:
In order to give you timely feedback on your assignments, no late work will be accepted. The exceptions to this are if you notify me in advance or if you have an unexpected event such as a family emergency or illness. Each situation will be examined separately and exceptions may be made with advanced notice from the student and for personal emergencies or extenuating circumstances.

SYLLABUS CHANGES:
This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced and posted on Canvas under Announcements.

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

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- Return evaluations in a timely manner
- Make every effort to ensure an environment that is conducive to learning
- Enforce student code

ADA – Nondiscrimination and Disability Access Statement:
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the University’s ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Cr., Rm 135, Salt Lake City, UT. 84112. (801)581-8365 (V/TDD).

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.

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.

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Student Names & Personal Pronouns:

Class rosters are provided to the instructor with the student's legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.