

University of Florida

Academic Affairs

Academic Colleges

College of Medicine

Certificates

Aging and Geriatric Practice

Certificate in Aging and Geriatric Practice Mission and Rationale

The first 5 goals of the Mission Statement of the UF College of Medicine focus on educating healthcare workers so that they may provide the best care to its patient population. <http://med.ufl.edu/about/deans-welcome/missions-of-the-college/>

1. To develop humanistic, skilled, intellectually disciplined, and authoritative medical professionals who are committed to the highest ideals and standards of the profession and who model an exceptional standard of care for those they treat, lead, and serve. 2. To educate and inspire the next generation of leaders in health care, biomedical sciences, health services research, and academic medicine to seek, provide and sustain unparalleled achievements in service, teaching, and research. 3. To provide comprehensive, patient-centered, culturally sensitive, compassionate, and innovative health care of the highest quality to all. 4. To develop and utilize innovative models of interdisciplinary health care delivery that optimizes safety, service, outcomes, and resource use. 5. To provide leadership to the State of Florida, the nation, and the world in efforts to promote health, to predict and prevent disease, and to deliver care. Each of these goals is directly applicable to the rising aging population who will be in need of specialized care. Indeed, a major strategic area of focus has been in the area of Aging with major investments in research and clinical care. To further raise the profile of Aging and Geriatrics education as a major focus of the UF College of Medicine, creation of the Certificate program is timely. The draw of UF Health's own students and employees will only serve to create a workforce dedicated to the Mission and enhance to the Strategic goal of highlighting Aging as a major strength of the entire University. The College of Medicine strives to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, biomedical research, and clinical care. The Certificate in Aging and Geriatric Practice helps UF achieve these goals by educating students from a comprehensive perspective (clinical, physiological, epidemiological, sociological, and psychological) so that they may become proficient in providing specialized, quality care to an older population.

Rationale

Every year a large number of potential students graduate with a degree that could have a progression to a Graduate Certificate in Aging and Geriatric Practice. Between 2008 and 2011, graduation rates in nearly every degree category for social work, occupational therapy, and nursing have increased, thereby creating a steadily increasing pool of potential students for a Graduate Certificate in Aging and Geriatric Practice. Indeed, while there are increasing numbers of these health care professionals, there is still a lack of these individuals who are trained to care for older patients. This Certificate will be useful to professionals working in every facet of the health care industry and will create a more enlightened workforce of individuals who are on the front lines of caring for our aging population.

2014-15 SLO 1: Knowledge

Identify, describe, and explain relevant aspects of the science of Aging and Geriatric Practice.

SLO Area (select one): Knowledge (Grad)

Assessment Method

Formative assessments will occur weekly in the form of short quizzes. Discussions group posts will occur weekly. Here the student must demonstrate knowledge of the subject by writing and posting a short written evaluation on a weekly topic. These assessments will be constructed by members of the host department and graded according to the rubric.

2014-15 SLO 2: Problem-Solving/Critical Thinking

Evaluate a clinical or research problem that is related to their own practice and/or experience within the field of Aging and Geriatric Practice.

SLO Area (select one): Skills (Grad)

Assessment Method

Summative assessments will occur several times (no less than 3) during the semester in the form of a project, either individual or in a group. Here the student must synthesize information across a series of modules to create a product that will assess each student's use of problem-solving/critical thinking skills that uses a rubric.

Certificate Aging and Geriatric Practice AAP Detail

Start: 7/1/2014

End: 6/30/2015

Progress: Ongoing

Providing Department: Aging and Geriatric Practice

Responsible Roles:

Research (Graduate and Professional AAPs only)

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Assessment Timeline (Graduate and Professional AAPs only)

Assessment SLOs	Assessment 1	Assessment 2
Knowledge	Completion of weekly quizzes; provide feedback through the Sakai gradebook system and instructor comments	Participation in weekly discussion groups; provide feedback through peer-to-peer interactions and instructor comments
Skills	Construct group and/or individual projects no less than three times per year to demonstrate research/practice skill synthesis; direct feedback through peer-to-peer interactions and instructor comment	

As defined by the graduate school, the only passing grades for graduate students are C or better. Therefore, the cutoff score for these courses is 70%. Students must obtain at least a C in all courses associated with the Graduate Certificate program. Each of our courses (listed below) will follow a similar trajectory of assessment throughout each semester offered. This will help to establish consistency in course presentation for the learner. Each course is also designed to assess the two learning outcomes described above with regard to knowledge and problem solving/critical thinking. A detailed description of the methods and procedures for assessing these learning outcomes is described in "E" below.

Core Course Name	Description
GMS 6483 Theories of Aging	This course provides a survey of the major theories of the biologic, psychologic, and social factors that influence the aging process.
GMS 6484 Geriatric and Age Related Diseases	This course provides an overview of the practice of providing care to geriatric populations. This includes an understanding of common syndromes, conditions and diseases that are relevant to the quality of life in older adults.
GMS 6876 Law and Ethics of Aging	This course provides an overview of the challenges facing our society in terms of caring for an ever aging population. This course will also provide a perspective on ethical and policy issues related to conduct of clinical research.
GMS 6099 Foundations in Aging and Geriatric Research	In this course students will become proficient on critical assessment and understanding of methods and study designs used in aging studies. This will enable the student to gain the ability to understand, gather information and assess the quality of these studies. Special emphasis will be placed on instruction in understanding the basic content and construction of peer reviewed journal articles. Several types of articles will be reviewed and include basic science/preclinical studies, concepts in care, concepts in clinical research from a multidisciplinary and translational perspective.
GMS 6771 Clinical neuroscience of aging	Clinical Neuroscience of Aging will be taught using a clinical science approach that examines the relationship between aging and change in cognitive and brain systems as they relate to clinical disorders. Overviews of modern clinical neuroscience methodology, clinical assessment, intervention strategies, functional neuroanatomy, and major cognitive systems will serve as a foundation for student's understanding of how the human brain changes with age. Discussion of major research articles and issues critical to the clinical neuroscience of aging will be used to develop "critical thinking" skills.
GMS 6486 Fundamentals of biological aging	This course will serve as an introduction to biology of aging, focusing on the most important and fundamental concepts of aging: those that are common to most species, including rodents and humans. In this course, students will learn: 1) major theories of biological aging, including the Evolutionary Theory of Aging, Neuroendocrine Hypothesis of Aging, and Free Radical Theory of Aging, 2) the roles of the vital organ systems such as neuronal and immune systems, and 3) a broad survey of the key cellular programs, including apoptosis, stem cells/regeneration, protein homeostasis, DNA repair/damage, and telomeres in aging, and 3) how the aging process can be delayed through behavioral, pharmaceutical and genetic manipulation.

Curriculum Map (UG AAPs only)

Assessment Cycle (All AAPs)

SLOs for Certificate Program	Quizzes	Written assignments
Knowledge	Weekly	Several times/semester
Problem Solving	n/a	Several times/semester

Program: Graduate Certificates in Aging & Geriatric Practice College: Medicine Analysis and Interpretation: End of Spring, Summer and Fall Semester Improvement Actions:

Completed by Start of Fall Semester Dissemination:

Completed by Start of Fall semester

YearSLOs	14-15	15-16	16-17	17-18
Knowledge	X	X	X	X

Problem Solving	X	X	X	X

Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)

The Graduate Certificate in Aging and Geriatric Practice consists of 15 credits of graduate study. Each course is divided into modules with a module being released every 1-2 weeks throughout the semester. Each unit or module corresponds to a single instructional objective (Moore & Kearsley, 2012, p106). These short modules provide the student with a set of goals that are achievable within a realistic time period (in this program, within one week). We provide both formative and summative direct assessments within each module. The formative assessments are brief quizzes to reinforce knowledge and allow the students to assess their level of knowledge of the topic as provided in the lectures, videos, and readings. This engenders effective monitoring on the part of both the learner (gauges feedback on quizzes as to their understanding) and the instructor (gauges effectiveness of the learning content provided; Moore & Kearsley, 2012, p116). The summative assessment occurs in an interactive project for the unit. Here, the students must combine knowledge in a real world practical situation. This is the interactive element in so far as the students must produce their product and incorporate comments from their peers and also become a peer mentor to their colleagues. This also establishes a degree of "learner autonomy" that is not usually a part of a face-to-face experience and what is essential to a distance learning environment given that the instructor is removed physically from the learning experience (Moore & Kearsley, 2012, p115). Furthermore, this design lets students anticipate what is coming within each module (repetition through the quizzes) while also using a variety of Web 2.0 tools to foster open-ended, more creative, interactive summative synthesis. This planned participation in the summative assessments also creates a situation where the students must interact in a peer-to-peer fashion with colleagues and is also consistent; however, the tools vary, thus adding variety, engagement and knowledge of the online learning universe. To evaluate the success of the program, we plan to email a web-based survey to the students enrolled in each course. The survey is under construction through interactions with our distance learning steering committee in the Department of Aging and Geriatric Research and our marketing firm, Apollidon Learning. Apollidon is an educational marketing services firm that will apply its suite of services to maximize the number of enrollments. This includes connecting students both nationally and internationally to the program by tailoring their services to our audience. Apollidon has a proven track record of identifying and reaching health care and science professionals that will be critical to the success of building this program. Our initial meetings have demonstrated that Apollidon's expertise and ability to ramp up quickly to market this program will be a definite asset to achieving enrollment targets with a high degree of confidence. In collaboration with Apollidon, we will develop a dynamic market and media implementation plan that will include audience and market assessment, program branding, content and message development, multi-channel marketing delivery, comprehensive digital marketing, loyalty services and all the critical data management, tracking and measurement services.

SLO Assessment Rubric (All AAPs)

Knowledge: For mandatory weekly quizzes, students will be graded and assigned scores based on the number of correct answers. They will be evaluated by the following university approved system:
 85-100% outstanding
 75- 84% above average
 70-74% satisfactory
 65-69% marginal
 Below 65 % unsatisfactory
 For discussions we will use the following rubric:

Analysis of Topic	Initial post reflects depth and provides detail 3 points	Initial post lacks some depth or detail 2 points	Initial post s very limited in depth and detail 1 points	No post 0 points
Advancing Discussion	Responses (2 or more) are thoughtful, on topic and advance the discussion. A critical thinking question, relevant to the topic, that will stimulate discussion, is provided in one or more postings. 3 points	Responses (2 or more) advance the discussion. A critical thinking question or thought that will stimulate discussion is provided in one or more postings. 2 points	Response only to one classmate. A question or thought is provided in one or more postings. 1 points	No response to a classmate. A critical thinking question or thought is not included in any posting. 0 points
Outside Research	Postings contain outside research (links, articles etc.), in APA format and style, that builds on the discussion topic 3 points	One or more postings contain outside research, in APA format and style on discussion board 2 points	Outside research is provided, but not in APA format and style, in one, or more postings 1 points	No postings contain outside research 0 points
Ethics and Mechanics	Postings and responses are respectful in tone and	Postings and responses are mostly respectful in tone and	Postings and responses border on disrespect and	Postings and responses are not respectful in tone and

	contain no spelling, grammar, or punctuation errors3 points	contain 1-3 spelling, grammar, or punctuation errors2 points	sarcasm and contain 4-6 spelling, grammar, or punctuation errors1 points	contain more than 6 errors0 points
Timeliness	Deadline for initial post is Thursday at midnight and follow-up posts are due on Sunday night3 points	No credit after the deadline2 points	No credit after the deadline1 points	No credit after the deadline0 points

Skill :For group/individual projects we will use the rubric designed like the following for a collaborative project on creating an infographic describing information about geriatric practice:

Depth of Research	Infographic reflects an in-depth of analysis of the trends and patterns in geriatrics area the team focused on. All data are supported by appropriate references in the APA format.6 points	Infographic reflects an in-depth of analysis of the trends and patterns in geriatrics area the team focused on. Most data are supported by appropriate references. APA formatting needs some work.4 points	Infographic reflects some trends and patterns in geriatrics area the team focused on but the analysis seems superficial. It's not clear where data came from and the APA format was not followed.2 points	The research reported in the Infographic does not seem to be linked to the area of study chosen by the group or any of the articles they analyzed.0 points
Design Quality	Infographic follows all four of the basic principles of visual design, is easy to read, and well-organized. All important information is given enough visual weight.6 points	Infographic follows most of the basic principles of visual design, and is easy to read. Most information is well-organized and important information is given enough visual weight.4 points	Infographic mostly ignores the basic principles of visual design, so organization and legibility are far from perfect.2 points	Information in this infographic is very difficult to follow resulting in a frustrating user experience.0 points
Evidence of Collaboration	The main discussion post includes an explanation of the distribution of duties for this project. It is clear that every team member provided a significant contribution.6 points	The main discussion post includes an explanation of the distribution of duties for this project. It is mostly clear what each team member was responsible for.4 points	The main discussion post includes an superficial explanation of the distribution of duties for this project. It is mostly unclear what each team member was responsible for.2 points	Evidence of collaboration was not provided.0points
Implications	Infographic is concluded with a list of implications for a) the practice geriatrics and b) further research. Implications clearly follow from the data presented.6points	Infographic is concluded with a list of implications for a) the practice of geriatrics, and b) further research. 4 points	Infographic is concluded with a list of implications for either a) the practice geriatrics, or b) further research.2 points	Implications for improving research and practice were not included.0 points
Ethics and Mechanics	Infographic contains no spelling, grammar, or punctuation errors. Discussion posts are	Infographic contains 1-3 spelling, grammar, or punctuation errors. Discussion posts are	Infographic contains 4-6 spelling, grammar, or punctuation errors. Discussion posts	Infographic contains 6 or more errors. Discussion posts are not respectful in tone.0points

	respectful in tone.6 points	respectful in tone.4 points	border on disrespect and sarcasm.2 points	
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Measurement Tools (Graduate and Professional AAPs Only)

Formative assessments will occur weekly in the form of short quizzes. Discussions group posts will occur weekly. Summative assessments will occur several times (no less than 3) during the semester in the form of a project, either individual or in a group.

Assessment Oversight (All AAPs)

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Laurence Solberg	Aging and Geriatric Research	lsolberg@ufl.edu	352 294 5822
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Academic Assessment Plan Entry Complete: