

SCHOLARLY CONCENTRATION APPROVAL FORM

Name: Geriatric and Palliative Medicine (GPM)

Director/Co-director: Rex Alvin de Guzman Paulino, MD, Co-Director, Holly Holmes, MD, Co-Director

Administrative coordinator:

Mission: To promote and prepare students for the challenges and rewards of delivering excellent care for the aging and chronically or critically ill patients.

Maximum number of students/year: Initially 5-6 students, but likely can grow with support from the school and increase in faculty numbers

Student selection process:

Program highlighted during applicant interviews and during orientation. The concentration director and co-director will evaluate applications and interview candidates, and present recommendations to Geriatric and Palliative Medicine Division at a monthly meeting in September. Criteria will include evidence of interest and ability to complete a scholarly project.

Timeline for student completion of concentration requirements:

- All 4 years
- Identify mentor fall of Year 1
- Proposal due February of Year 1
- Summer Research Program after Year 1 recommended
- Seminars, projects, and electives Years 1–4
- Final scholarly product submitted by February of Year 4

Concentration requirements (didactic and experiential):

All 4 years:

- Join TGIF (Texas Geriatric Interest Foundation) – a joint student interest group with Baylor or attend 6/16 quarterly TMC Pain and Palliative Care Grand Rounds
- Attend UT GPM monthly journal club – must attend 8/12 each year
- Meet with the 4 Reynolds visiting professors (RSVP program) a year and attend the lectures they give on campus
- Student membership in American Geriatric Society and/or American Academy of Hospice and Palliative Medicine.
- Student membership in Texas Geriatric Society and/or Texas Academy of Palliative Medicine.

Year 1

- Participate in the student competition of the Houston Geriatric Education Center
- Concentration seminars in selected GPM topics (70% attendance mandatory)
- Adopt a senior to visit or volunteer at a hospice –12 documented hours of volunteer work, but scheduling at the discretion of the student (i.e. 1 hour/month or 3 hours/quarter or 12 hours in a weekend at an inpatient hospice, etc)

- Identify a mentor and propose a project by February. Mentor may be from outside the Geriatric and Palliative Medicine Division, but student should have a faculty advisor from within the Division as well.
- Participate with mentor in Summer Research Program between years 1 and 2 recommended
- Course work*
- 3D virtual world experience and exam*

Year 2

- Concentration seminars in selected GPM topics (70% attendance mandatory)
- Adopt a senior to visit or volunteer at a hospice –12 documented hours of volunteer work, but scheduling at the discretion of the student (i.e. 1 hour/month or 3 hours/quarter or 12 hours in a weekend at an inpatient hospice, etc)
- Quarterly updates to concentration director from students and/or mentors about project completion
- Take the Houston Geriatric Education on-line course in elder mistreatment
- Course work*
- 3D virtual world experience and exam*

Year 3

- Attend the state-wide Texas Geriatrics Society Meeting or Texas Academy of Palliative Medicine Meeting[^]
- Quarterly updates to concentration director from students and/or mentors about project completion
- One week required clerkship*
- 3D virtual world experience and exam*
- CCCE geriatric exam*

Year 4

- One month elective: geriatrics, palliative medicine, house calls or wound care
- Quarterly updates to concentration director from students and/or mentors about project completion
- Completion of Scholarly Project by February to be followed by evaluation process
- Attend the Annual American Geriatrics Society Meeting or American Association of Hospice and Palliative Medicine [^]
- Course work – Attend all GPM —Transition to Residency^{||} sessions*
- 3D virtual world experience and exam*

*Designates areas currently in UTMS curriculum.

[^]Optional but encouraged.

Final product

- Represents the culmination of the work undertaken during the program

- Traditional forms of scholarly work, such as a publication in a peer-reviewed journal or presentation at a national conference, are appropriate. Research may be of a basic, translational or clinical subtype.
- Nontraditional products such as a new curricular module, an outreach program, a legislative campaign, or a significant original piece of literature, art, or music are also appropriate.
- A student-authored manuscript describing their project, its outcome and the student's role and level of independence is also required.

Final satisfactory / unsatisfactory grade given in April of Year 4 (following completion of required –Transition to Residency sessions)

Planned program outcome measures:

- Documenting student publications and presentations
- Surveying student and faculty regarding their satisfaction with and perception of the program
- Studying application rates
- Comparing participants and nonparticipants on variety of dimensions (e.g., career choice, residency matching results, future in academia)

Scholarly Concentration Faculty

Faculty Name	Contribution(s) to Concentration
Linh Nguyen, MD	Concentration Director
Carmel Dyer, MD	Concentration Co-Director
Nasiya Ahmed, MD	Available Mentor in Geriatrics
John Halphen, MD	Available Mentor in Geriatrics and Palliative
Marvin Delgado-Guay, MD	Available Mentor in Geriatrics and Palliative
Shannon Pearce, DNP, MSN	Available Mentor in Geriatrics
Barbara Reilly, PhD, RN	Available Mentor in Geriatric Research

Bierer SB, Chen HC. How to measure success: The impact of scholarly concentrations on students—A literature review. Acad Med. 2010;85:438–452.

Boninger M, Troen P, Green E, et al. Implementation of a longitudinal mentored scholarly project: An approach at two medical schools. Acad Med. 2010;85:429–437.

Green EP, Borkan JM, Pross SH, et al. Encouraging scholarship: Medical school programs to promote student inquiry beyond the traditional medical curriculum. Acad Med. 2010;85:409–418.

Parsonnet J, Gruppiso PA, Kanter SL, Boninger M. Required vs. elective research and in-depth scholarship programs in the medical student curriculum. Acad Med. 2010; 85:405–408.