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**

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<thead>
<tr>
<th>Faculty Name</th>
<th>Contribution(s) to Concentration</th>
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<tbody>
<tr>
<td>Linh Nguyen, MD</td>
<td>Concentration Director</td>
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<tr>
<td>Carmel Dyer, MD</td>
<td>Concentration Co-Director</td>
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<tr>
<td>Nasiya Ahmed, MD</td>
<td>Available Mentor in Geriatrics</td>
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<tr>
<td>John Halphen, MD</td>
<td>Available Mentor in Geriatrics and Palliative</td>
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<tr>
<td>Marvin Delgado-Guay, MD</td>
<td>Available Mentor in Geriatrics and Palliative</td>
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<tr>
<td>Shannon Pearce, DNP, MSN</td>
<td>Available Mentor in Geriatrics</td>
</tr>
<tr>
<td>Barbara Reilly, PhD, RN</td>
<td>Available Mentor in Geriatric Research</td>
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Parsonnet J, Gruppuso PA, Kantor SL, Boninger M. Required vs. elective research and in-depth scholarship programs in the medical student curriculum. Acad Med. 2010; 85:405–408.