Course Schedule

September
Individuation: The Geriatric Imperative
What’s Different about Geriatrics?
Introduction to Teams

October Retreat
Health Promotion and Medication Safety
Age Changes vs. Diseases of Late Life
Introduction to Geriatric Assessment
Capstone Project topics due

November
Introduction to Curriculum Design
Evaluation of Educational Programs
Teaching Strategies Workshops
Capstone Project objectives due

December
Competency-based Evaluation of Learning
Effective Clinical Teaching and Feedback
Capstone Project evaluation plan due

January Retreat
Cognition and the Four Ds
Transitions of Care: Background and Evidence
Team-based Learning and Practice

February
Managing Complex Patients
Debating the Evidence
Evidence Based Practice for Falls
Finalized Capstone Project plan due

March
Falls: Risk Factors and Assessments
Interdisciplinary and Team Care

April Retreat
Habilitation and Dementia Care
Family-Centered Care
Cross-Cultural Communications
Community Resources

May
Health Care Systems and Benefits
Health Policy Issues

June
Capstone Project presentations

For more information visit go.vcu.edu/fdp or email us at vgec@vcu.edu

Apply online by August 15 at go.vcu.edu/apply

Funding for this program is provided by the Bureau of Health Professions (BHPr), Health Resources and Services Administration (HRSA)

Preparing today’s faculty and preceptors to teach tomorrow’s health care professionals evidence-based geriatrics and gerontology
The Virginia Geriatric Education Center is an interdisciplinary consortium of Virginia Commonwealth University, Eastern Virginia Medical School, and University of Virginia. Its mission is to improve interprofessional geriatrics education in Virginia through faculty development, continuing education, and clinical training of students in geriatrics. VGEC professionals comprise the core faculty of the FDP program, serving as instructors, discussion leaders, and mentors to participants in the FDP. There is a critical shortage of health care professionals trained in geriatrics to care for older adults. Federal funding to the VGEC is intended to expand not only the numbers of health care professionals directly trained in interdisciplinary geriatrics, but also the numbers of colleagues and students whom these Scholars subsequently train.

The Faculty Development Program

The FDP is an interprofessional curriculum grounded in evidence-based practices for health care professionals with a faculty or preceptor appointment. The curriculum is guided by the American Geriatrics Society’s Multidisciplinary Competencies in the Care of Older Adults. FDP Scholars will enhance their skills in working interprofessionally and teaching aging-related topics.

The 200-hour curriculum includes monthly seminars, independent study, a practicum, and a capstone project. Monthly seminars consist of traditional lecture and active learning led by an interprofessional team of educators. The seven seminars in Richmond are complemented by weekend retreats in Staunton, Newport News, and Short Pump at the annual Virginia Geriatrics Society meeting.

Practicum
FDP Scholars observe an innovative, interprofessional care coordination and wellness clinic for older adults in low-income housing communities.

Benefits
- Add geriatrics and gerontology to your teaching and research portfolio
- Earn continuing education credits
- Strengthen your teaching efficacy
- Prepare health care professionals to better serve older adults
- Gain professional contacts from multiple campuses and disciplines
- Become a geriatrics resource for others on your campus
- Develop skills in educational research and evaluation

Requirements
- An academic or clinical faculty appointment at an institution of higher education in Virginia
- Attend at least 70% of in-person seminars and retreats
- Program cost: $250
  - Includes meals and CME/CE credits
  - Participants are responsible for hotel accommodations at retreats

Capstone Project
Scholars work with VGEC faculty mentors and their fellow Scholars on a capstone project over the course of the program to develop, implement, and evaluate an interprofessional curriculum of their own choosing, incorporating the content and experiences of the FDP.

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