

Michigan State University
College of Osteopathic Medicine
Family and Community Medicine and Internal Medicine
Division of Geriatrics
www.com.msu.edu/fcm

HRSA Grant: D54HP23284-05-00

Project Investigator: Carol Monson, DO, MS, FACOFP

*THE OPTIMAL AGING AND MIND-BODY-SPIRIT CURRICULUM SERIES:
MODULES FOR MEDICAL AND HEALTHCARE PROFESSIONAL
EDUCATION*

***MODULE 1: Introduction and Suggested Options for Module
Presentation***

Jan Bocskay, MSW, MSCMH

June 2017

Copyright © 2011. Michigan State University, College of Osteopathic Medicine, Family & Community Medicine, Division of Geriatrics. All rights reserved. The Geriatric Fellowship (GF) Curriculum was developed through funds from the Bureau of Health Professions, Health Resources, and Services Administration (HRSA). Grant # D54HP23284. If you would like permission to use any portion of this material, please contact Director/Principal Investigator Carol L. Monson, DO at Carol.Monson@hc.msu.edu

Table of Contents

Learning Objectives	3
Topic Descriptions	4
Module Organization	5
Conclusions	7

Learning Objectives

1. Incorporate information about geriatrics and geriatric treatment into medical and healthcare professional curricula of training institutions at all levels of education and training.
2. Introduce medical learners, physicians and healthcare professionals to the concept of optimal aging.
3. Introduce medical learners, physicians and healthcare professionals to resources for, and information about, complementary and alternative techniques that can be useful in working with geriatric patients.
4. Provide a framework for thinking about various complementary and alternative healthcare techniques that can be used in working with geriatric patients.
5. Learn and discuss several mind-body-spirit complementary and alternative healthcare techniques, and provide opportunities to experience several of them.
6. Discuss coping skills for geriatric physicians and healthcare professionals and briefly discuss potential issues they might face.
7. Discuss strategies for, and benefits of, working with an interdisciplinary team, along with other healthcare professionals dealing with geriatric patients.
8. Provide both biographical and autobiographical information about the founder of osteopathic medicine, Andrew T. Still, MD.
9. Provide resources, websites, references, and supplemental information for healthcare professionals and patients regarding geriatrics, optimal aging, mind-body medicine, and complementary and alternative healthcare options.
10. Achieve competency in the explanation and discussion of optimal aging and complementary and alternative healthcare techniques that can be used with geriatric patients.

Topic Descriptions

- Module 1: Introduction to the Optimal Aging and Mind-Body Spirit Curriculum Series, including an overview of topics covered, description of components and teaching tools in each module, and suggested options for use of materials
- Module 2: Demographics of aging
- Module 3: Optimal aging and complementary/alternative healthcare
- Module 4: Complementary/alternative techniques using the body as the main approach into healing modalities
- Module 5: Complementary/alternative techniques using the mind as the main approach into healing modalities
- Module 6: Complementary/alternative techniques using the spirit as the main approach into healing modalities
- Module 7: Synthesis of the Optimal Aging and Mind-Body-Spirit Curriculum Modules and conclusions regarding the topics discussed in the series, including a brief review of complementary techniques discussed, information on coping skills for healthcare professionals and physicians, discussion of potential issues faced by aging physicians and healthcare professionals, importance of interdisciplinary approaches to geriatric care, and self-care
- Module 8: Supplementary materials, including useful websites, references, and biographical and autobiographical articles about the founder of osteopathic medicine, Andrew Taylor Still, MD

Module Organization

Organizational modules (1 and 8) present supplementary and overview information about the module series, module content, options for module use, and additional resources.

Curricular modules (2-7) present material for teaching a class on the given topic. Each will be approximately 45-60 minutes and will provide the following:

- Learning objectives
- Instructional content (including a script to assist in presentation)
- Experiential activities, as appropriate (to enhance learning)
- Discussion questions (for use to stimulate class discussion)
- Main teaching points (can be used to summarize material or assess learner competency)
- Resources and references

Purpose for each section included in the content modules:

- Learning objectives are provided for each module, so that both the instructor and learners have a clearly stated delineation of the goals for the module.
- A script, or topic content, is provided for each module for the instructor to use in teaching the given topic. Content can be provided in lecture format, as a handout to learners, or both. The instructor can, of course, build upon each module, as desired.
- Experiential activities are suggested, where appropriate, to allow learners to experience some of the ideas or techniques and to journal and/or discuss their experiences and insights. Some of the experiential activities can be done within the actual class session where content is provided. Some will be done outside of class. In that case, discussion of the experiences will occur in the following class session or meeting.
- Discussion questions are provided for each module to stimulate class discussion, sharing of ideas, and reactions to material presented.

- Main teaching points are provided for each module to give both instructor and learners a concise summary of ideas to take away on the given topic. These teaching points can be used to summarize the material presented, assess competency, and/or by the learners to confirm content assimilation.
- Resources and references are provided for some of the modules, in case the instructor and/or the learners want more information about the topic.

Options and suggestions for use of the modules: These modules can be used in many different ways, and have been designed to fit into almost any curriculum, at any level of medical education. Some possibilities include the following:

- Modules can be taught consecutively to medical learners, physicians, and healthcare professionals. For example, modules can be taught in a 6-8 week program (in one class per week) on optimal aging and complementary and alternative healthcare techniques used in working with geriatric patients. This is the recommended option so that learners get a complete overview of the entire topic area in a one-quarter or one-semester period. This allows each module to build upon the preceding modules in a consecutive time sequence.
- Modules can be taught one module per quarter or semester, throughout one or more educational years.
- Modules can be taught one at a time, yearly, throughout an educational program.
- Modules can be used at the undergraduate, graduate, residency, fellowship, or practicing healthcare professional levels.
- Modules can be used in osteopathic, allopathic, or multi-disciplinary healthcare education.
- Modules can be presented by an instructor to learners either verbally or in written form. Written content for each module can be given to learners in lieu of, or in addition to, a classroom presentation.

Conclusions

This Optimal Aging and Mind-Body-Spirit Curriculum Series includes all the materials needed to present classes on demographics of aging, optimal aging, complementary and alternative healthcare, and the mind-body-spirit approach to healthcare. These modules can be presented in a variety of ways, to medical students, physicians, and healthcare professionals at all levels of their education, and can address a variety of teaching purposes. An overview module of topic contents and module components is provided. Each content module includes specific topic content, learning objectives, discussion questions, experiential activities as appropriate, main teaching points, and references for more information. One concluding content module provides a synthesis of all the topic modules and provides suggestions for efficient and effective physician and healthcare professional work with elderly patients. One final module provides additional supplementary material for use by instructors and learners.

This curriculum series will enable any medical or healthcare professional training institution to incorporate into its curriculum teaching material and concepts on optimal aging and mind-body-spirit approaches to healthcare, to help ensure that medical students, physicians and healthcare professionals are familiar with optimal aging, issues relating to working with geriatric patients, and complementary and alternative approaches to their care.