

PROGRAM DESCRIPTION

- 1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program; a new program; a cooperative effort with another institution, business, or industry; or an on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.**

The purpose of the proposed Institute for Gerontology Education is to provide a framework for faculty, students, and administrators at The University of Montana - Missoula to develop, implement, and maintain programs with a gerontologic focus. The proposed Institute for Gerontology Education would consist of an interdisciplinary group of faculty from the School of Pharmacy and Allied Health Sciences and the College of Arts and Sciences. The Institute would establish an Advisory Council consisting of seven members with both a chair and secretary elected annually.

The objectives of the Institute would include promoting gerontology education at The University of Montana; expanding collaboration between The University Montana, the Montana State University System, higher education throughout Montana, and the community in regards to gerontological education issues; supporting education and scholarship in gerontology; and, serving as a resource for gerontology education and service for both the campus and the community. The Gerontology Education Committee has been active on The University of Montana Missoula campus for over twenty years with the mission of promoting education, scholarship, and service in gerontology on the campus and throughout the community. The Institute for Gerontology Education would provide the framework to expand the work of the Gerontology Education Committee in order to assist the following activities:

1. Promote gerontology curriculum development and other learning opportunities for students at The University of Montana-Missoula.
2. Encourage infusion of gerontology content in existing UM-M courses and programs in the form of lectures, internships, and service learning opportunities.
3. Promote faculty development in gerontology on this campus and across the state.
4. Support and improve the gerontology track of the Human and Family Development minor at The University of Montana-Missoula.
5. Develop a gerontology certificate program for students, professionals and paraprofessionals in the fields of gerontology and geriatrics in Montana.
6. Establish and expand working relationships with state and national gerontology resource programs.
7. Promote collaborative educational and service activities between the Montana higher educational system and state and community aging-related programs.
8. Provide consultation for The University of Montana campus and community and state agencies on matters concerning policies, programs, and activities relevant to gerontology.
9. Encourage community service by university students, staff and faculty with an emphasis in gerontology.

10. Encourage innovative approaches to serving aging persons in Montana.
11. Establish a clearinghouse for gerontological information related to education, training, research, scholarship, service delivery, and community program development for students, faculty, service providers, and the general public across Montana.
12. Conduct regular statewide surveys of campus and community activities and resources in gerontology.
13. Serve in an advisory capacity to The University of Montana administration on matters concerning gerontology education.

Institute personnel would also collaborate with colleagues at Montana State University and other institutions of higher education in Montana to promote gerontological education throughout the state of Montana. An excellent example of this collaboration is the grant for a Montana Geriatric Education Center that was submitted to the Health Resources and Services Administration (Department of Health and Human Services) in March 2002. This Montana Geriatric Education Center Grant would establish a consortium between The University of Montana, Montana State University, and Rocky Mountain College for the training of faculty and health care professionals throughout Montana. The Institute for Gerontology Education would provide structure for this grant and other future proposals. *This proposed institute is not intended to conflict with any other gerontology programs in the Montana University System. Rather, the proposed institute is designed to expand collaboration within the system.*

2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from this effort.

Older Americans are living longer than any previous generation. In 2000, there was an estimated 35 million persons age 65 and older in the United States, accounting for almost 13 percent of the total population. The older population is expected to double over the next 30 years to 70 million by the year 2020. Over the next 50 years, the population age 85 and older is expected to grow faster than any other age group. At present, Montana is among the states where the proportion of the population age 65 and older is high. The proportion of Montana's population classified as elderly is expected to increase from 13.1 percent in 1995 to 24.5 percent in 2025. In the year 2000, Montana ranked 6th highest in the nation for percentage of population over age 50, 20th in the nation for percentage of population over age 65, and 19th in the nation for population over age 85 (1 = highest ranking).

As the population of the United States continues to age, students at UM-M must be prepared to serve this population in their professional work and to find humane solutions to the social and economic problems of aging in their civic and personal lives. Courses with content on aging are offered in many disciplines across the campus; however, content could be expanded in both liberal arts and professional programs. Departments such as pharmacy, physical therapy, social work, sociology, and psychology already have units on aging in their curricula. Other UM departments encouraged to participate are social sciences, law, business, and the College of Technology. In addition, the health and social service professionals of Montana require ongoing education and

training in the care of this aging population. The Institute will provide a framework for educational, service, and scholarship opportunities for The University of Montana faculty and students.

3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.

Institutional mission: The University of Montana-Missoula provides a unique educational experience through the integration of the liberal arts and professional training with an interdisciplinary, interactive, and international focus, thereby preparing students to become ethical persons of character and values, competent and humane professionals, and informed and engaged citizens of local and global communities; and serves the state, region, and world through basic and applied research, technology transfer, and cultural outreach.

The proposed interdisciplinary Institute for Gerontology Education fits well with the above stated mission of The University of Montana. The multiple disciplines associated with aging curricula on campus provide an integration of the social and physical sciences, humanities, and professional education. As this education is linked to the community and professionals throughout the state, the service and outreach components of The University are enhanced.

4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.

The Institute for Gerontology Education would be housed within the School of Pharmacy and Allied Health Sciences. The minimal budgetary support would be provided within that structure. The Dean of the School of Pharmacy and Allied Health Sciences has provided considerable support to complete the Geriatric Education Center Grant which, if funded, would then appropriately come under the same administrative structure.

Faculty for the Institute would come from numerous departments on campus. At this time, the departments of Physical Therapy, Pharmacy Practice, Psychology, Sociology, and Social Work are involved but additional departments will be encouraged to participate. Community agencies associated with the Institute would include Missoula Aging Services, St. Patrick Hospital, Community Medical Center, Missoula Demonstration Project, and Partners in Home Care, to name a few. The College of Nursing at Montana State University is a key part of the proposed Geriatric Education Center and continues to be involved with gerontological education and collaborative projects with The University of Montana.

5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein proposed?

For many years, Montana State University had a Center for Gerontology. Established in 1979, it functioned primarily to provide state agencies with various educational

programs via contracts. About five years ago, the Center for Gerontology became the Montana Center on Rural Aging (MCORA) with a mission for coordinating research activities pertinent to the aged. After receiving funding from MSU's central administration for several years, MCORA became inactive. The MSU College of Nursing is hoping to revitalize MCORA with funded research projects. In contrast, the focus of the proposed Institute for Gerontology Education would be on education, community, and service projects. Collaboration with other institutions is a primary objective of the center. Gerontology is interdisciplinary and encompasses many institutions and areas of focus. The broad application of gerontology across many disciplines makes its presence necessary on multiple campuses.

At least two out-of-state geriatric education centers have served Montana over the years, most recently the Northwest Geriatric Education Center in Seattle (NWGEC). Since its inception in the mid-1980's, the NWGEC has served the geriatric education needs of not only Washington state, but also Alaska, Montana, Idaho, and Wyoming. Various Montana university faculty and healthcare professionals have taken advantage of the NWGEC programs during this period, but the entire northwest area proved to be too large to be served by a single agency. In its most recent funding cycle, which began September 1, 2001, the NWGEC is restricting its activities to Washington State and Alaska and will assist the other states in developing their own GEC's. In addition, in the mid-1980's, Montana was served by the Intermountain GEC out of Salt Lake City; however, they were not refunded and have not been active since the late 1980's. As such Montana has lost the direct services of regional geriatric educational centers.

In conclusion, the Gerontology Education Committee has been active on the University of Montana campus and in the Missoula community for over twenty years. The interdisciplinary group of faculty involved with the GEC has managed to keep this important area of study visible on the campus, in the community and throughout the State of Montana with limited, but valuable, support from The University of Montana. The creation of the Institute for Gerontology Education on the University of Montana campus would extend the work of the Gerontology Education Committee at a critical juncture in time. The aging of the U.S. and Montana populations demands that more attention be paid to the needs of this important group of citizens, both in the education of our campus-based students and our community-based professionals. In addition, the recent recognition of gerontology and intergenerational issues as one of the Provost's "planning clusters" points to a new interest in this area among university administrators. The Institute for Gerontology Education would provide a vehicle for interested faculty, students and administrators to move the university forward in this important area.

6. Please name any accrediting agency(ies) or learned society(ies) that would be concerned with the particular program herein proposed. How has this program been developed in accordance with the criteria developed by said accrediting body(ies) or learned society(ies)?

At this time there is no involvement with the Institute for Gerontology Education and accrediting agencies.

7. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first three years.

The plans for the first three years of the Institute for Gerontology Education include hopefully receiving funding for the Montana Geriatric Education Center. If this grant is not funded in 2002, it will be resubmitted for the next grant cycle. The Institute will be working to expand gerontological content in courses on campus. Support and enhancement of the gerontology track of the Human and Family Development minor is needed. Additional grants and community outreach projects are anticipated. The planning cluster associated with Aging and Generational issues within The University will help to identify future directions.

This proposed institute is not intended to conflict with any other gerontology programs in the Montana University System. Rather, the proposed institute is designed to expand collaboration within the system.

FACULTY AND STAFF REQUIREMENTS

1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.

Names of current faculty to be involved are:

Ann Williams, Ph.D, Chair, Physical Therapy
Beth Ikeda, M.S., Physical Therapy
Gayle Cochran, Pharm. D., Pharmacy Practice
Cindy Garthwait, MSW, Chair, Social Work
Dan Doyle, Ph.D., Chair, Sociology
Kim Wallace, Ph.D., Psychology

The current duties of these faculty include teaching gerontology courses, contributing to grants in this area, and providing community and professional service.

2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.

Expansion of the activities of the Institute for Gerontological Education will be provided primarily by grant support. As has occurred over the past years, the faculty have contributed hours to this discipline because of professional and personal interest.

3. Please explain the need and cost for support personnel or other required personnel expenditures.

A modest budget for personnel support will be provided by the School of Pharmacy and Allied Health Sciences. Expansion of support services will be provided by grant support. The current budget is \$3,500 annually.

CAPITAL OUTLAY, OPERATING EXPENDITURES, AND PHYSICAL FACILITIES

1. Please summarize operating expenditure needs.

Proposed Budget Institute for Gerontology Education	
Open Houses for Student Recruitment (November and April)	\$ 400
Association for Gerontology in Higher Education Dues	600
Visiting Scholar Support	500
Printing and Mailing	500
Administrative Assistant Support	1,500
Total	\$3,500

2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need to be strengthened during the next three years?

At this time, library resources are adequate. Additional resources may be achieved through grant funding.

3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.

No additional clinical or laboratory equipment would be required. At the present time, the Gerontology Education Committee receives telecommunication and computing services, other equipment usage, and space needs from the School of Pharmacy and Allied Health Sciences and the associated College of Arts and Sciences departments. It is anticipated that these relationships would continue with the formation of the Institute. As grants are obtained and housed within the Institute, resources from those projects would help support the Institute.

4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities?

Currently, space needs for faculty and staff are supplied within the departments involved. As grant funds become available, additional space can be provided within those resources.

EVALUATION OF PROPOSED PROGRAM

1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.

This proposal has been reviewed and approved by the Gerontology Education Committee, the Aging and Generational Issues Planning Cluster, the Dean of the School of Pharmacy and Allied Health Sciences, the Provost and Vice President for Academic Affairs, and the Faculty Senate.