

Name of rotation: **ABR - Geriatrics** Divisions: **Gerontology/GIM**

Course Director: **Susan D. Wolfsthal, M.D.** Site(s): **VA, BRECC, Various**
Conrad May, MD, Perry Colvin, M.D.

Duration of rotation: one month only
 2 weeks possible

General description of the rotation including educational purpose, rationale or value:

This rotation is a portion of the ABR which has required participation during a 4 week neurology/geriatrics/rehabilitation medicine component. The goals of this rotation are to provide the residents with an outpatient experience in geriatrics that equips them with the knowledge, skills, and attitudes to care for geriatric patients in a general medicine practice and to help them understand when referral to a specialist may be beneficial.

Resident responsibilities, including interns and residents:

The residents are expected to actively participate in patient care and engage in self-directed/problem-based learning. Their attendance at sessions is expected to be 100%.

Educational objectives: All competency-based objectives apply to the PGY-2, 3 and above levels. PGY-1 residents do not complete this rotation.

PGY-2 or 3 resident will:

Patient Care

1. Obtain a pertinent history with special attention to mental, physical, and social/family function.
2. Perform a physical examination demonstrating an understanding of normal aging changes in physical features; effects of aging on interpretation of findings; need to modify exam for frailty, immobility, hearing or visual loss.
3. Obtain additional history from family, friends, neighbors and care providers when appropriate.

Medical Knowledge

1. Describe the clinical manifestations and therapeutic interventions for common geriatric problems.
2. Discuss potential atypical presentations of common diseases in the elderly.
3. Discuss the effects of aging on various laboratory tests.
4. Discuss increased risks associated with normal use of prescription drugs and assessment of compliance.
5. List other health care disciplines which are important in achieving therapeutic goals, i.e., home nursing, PT, OT, social work, nutrition, clinical pharmacy, psychiatry, dentistry, speech therapy.
6. Describe appropriate situations for institution of home care, day care and hospice.
7. List problems which may require referral to a geriatrician.

Check all principle teaching methods used during this rotation:

- | | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | Attending teaching rounds | <input checked="" type="checkbox"/> | Interdisciplinary rounds |
| <input checked="" type="checkbox"/> | Patient management discussions | <input checked="" type="checkbox"/> | Small group discussions |
| <input type="checkbox"/> | Conferences specific to rotation | <input checked="" type="checkbox"/> | Bedside clinical rounds |
| <input checked="" type="checkbox"/> | Individual instruction of procedures | <input checked="" type="checkbox"/> | Review of diagnostic studies, including radiology |
| <input type="checkbox"/> | Other: _____ | | |

Describe the most important educational content, including the mix of diseases, patient characteristics, types of clinical encounters, procedures and services:

Residents learn a multidisciplinary approach to the care of geriatric patients by participating in a Geriatrics Assessment Program.

Check the principal ancillary education materials used:

- | | | | |
|--------------------------|-----------------------------|-------------------------------------|------------------------------|
| <input type="checkbox"/> | Reading lists | <input type="checkbox"/> | Pathologic material |
| <input type="checkbox"/> | Radiologic studies | <input type="checkbox"/> | Other noninvasive studies |
| <input type="checkbox"/> | Handouts on relevant topics | <input checked="" type="checkbox"/> | Articles from the literature |
| <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> | Case studies |

Methods used to evaluate the resident and the rotation:

- Evaluation of residency performance and professionalism

- Evaluation of attending teaching skills and other attributes
- Rotation assessment by resident
- Observation of resident's clinical competency
- Observation of resident's leadership and teaching skills
- Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart
- Resident's attendance of rounds and conferences monitored
- Other: _____

Identify strengths and limitations specific to the resources of the sponsoring institution:

Residents learn how to perform a complete geriatric assessment under the close supervision of a geriatrician.

9/18/07: Reviewed with residents / faculty at Postgraduate Education Committee