Assessing the Knowledge Learned in Years 1 & 2:

An Analysis of Functional and Cognitive Status Charting by Year 4 Medical Students

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1. Background/Purpose

- Cognition and function are often not documented yet are known to predict clinical outcomes.
- The research presented here, conducted during the summer of 2013, builds upon and provides further analysis of data previously collected.
- Purposes:
- 1) To determine how often 4th-year medical students were charting the cognitive status and functional ability of their geriatric inhospital patients prior to the required 4th-year rotation in geriatrics.
- 2) To determine whether students who completed a shadow charting assignment that assessed functional status during the required 4thyear rotation in geriatrics properly applied knowledge learned earlier in the medical school curriculum.
- In both cases, we were interested in seeing whether geriatric teaching in years 1 & 2 would lead students to effectively use their geriatric training when seeing patients on both non-geriatric and geriatric rotations in year 4.

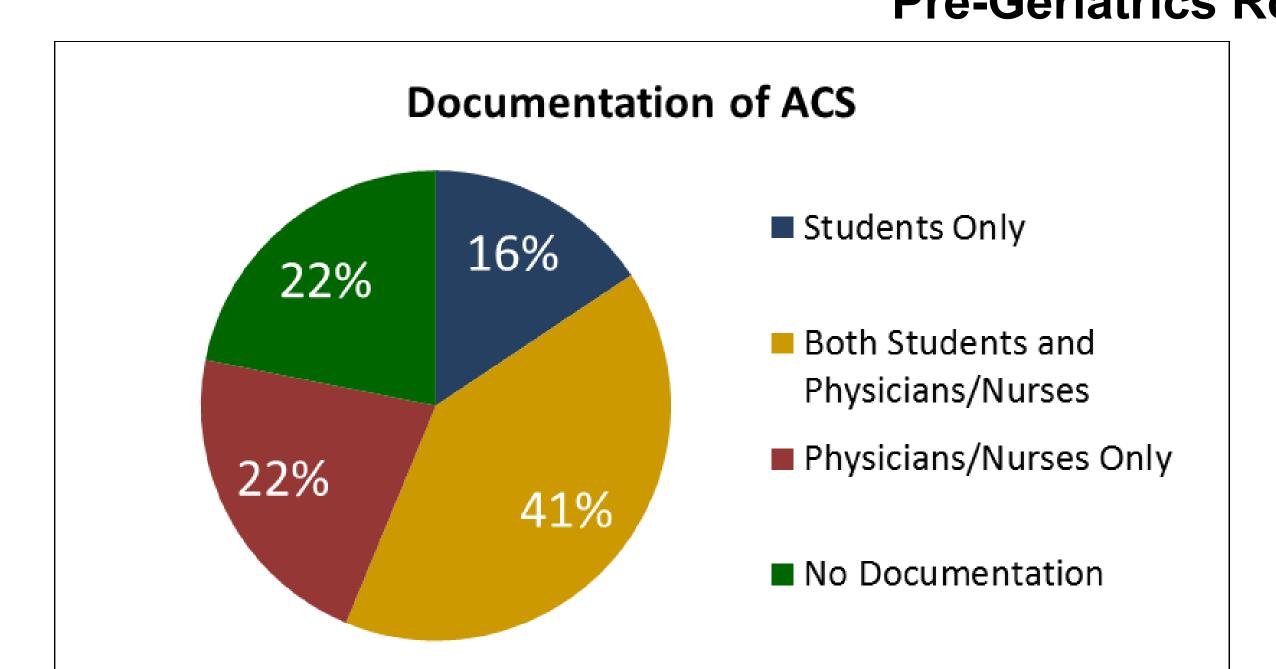
2. Methods

- We designed a tool to abstract in-patient hospital charts targeting any mention of cognitive status and functional ability by coding students'
 - Acute confusional state (ACS)
 - Chronic cognitive impairment (CCI)
 - Activities of Daily Living (ADLs)
- students (N=26).
- age was 78.

- We analyzed 30 student's functional assessments that were submitted as a component of their geriatrics rotation.
- We conducted a qualitative analysis for key words relevant to

3. Results

Pre-Geriatrics Rotation Hospital Chart Analysis



Documentation of ADLs

28%

41%

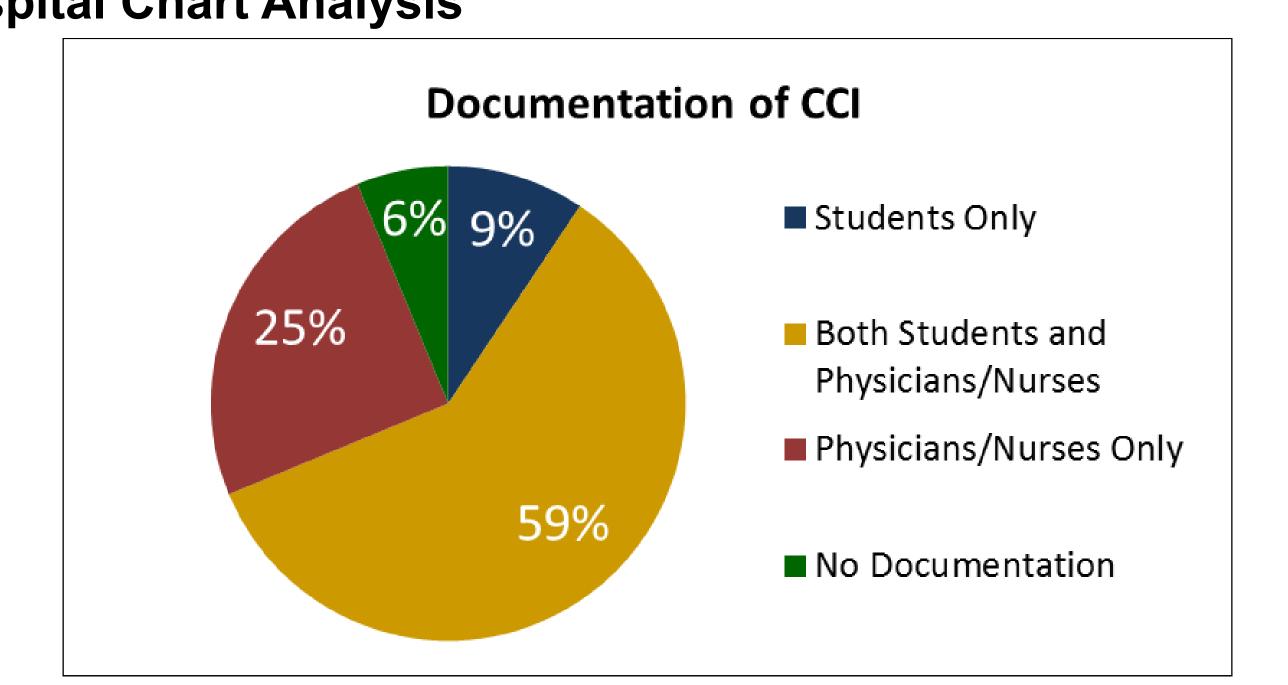
Students Only

Both Students and

■ No Documentation

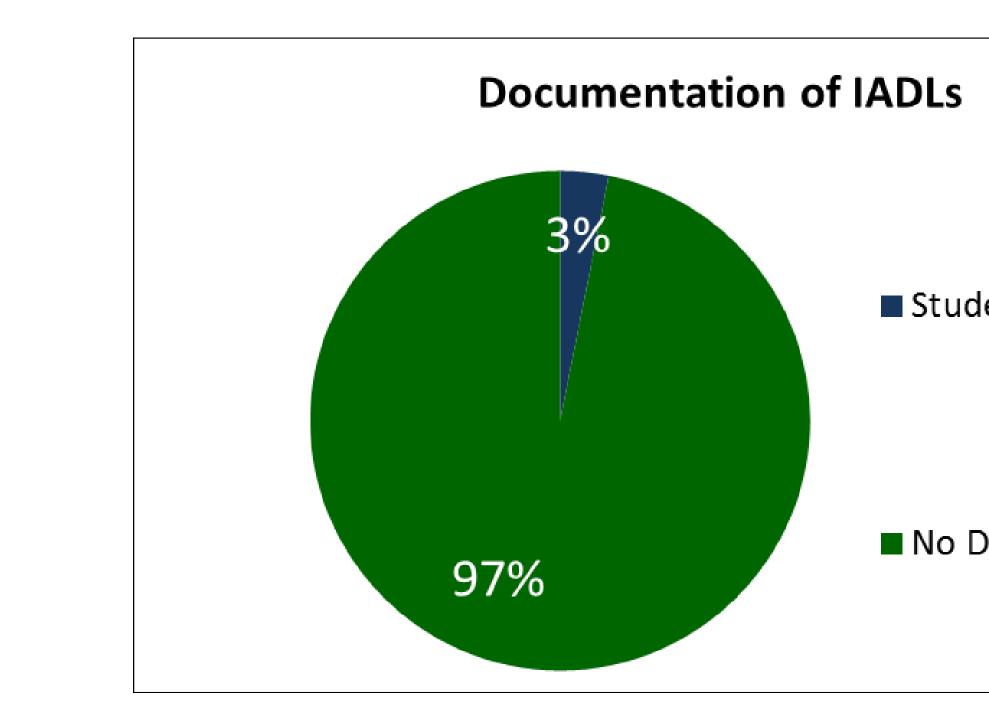
Physicians/Nurses

Physicians/Nurses Only



Students Only

■ No Documentation



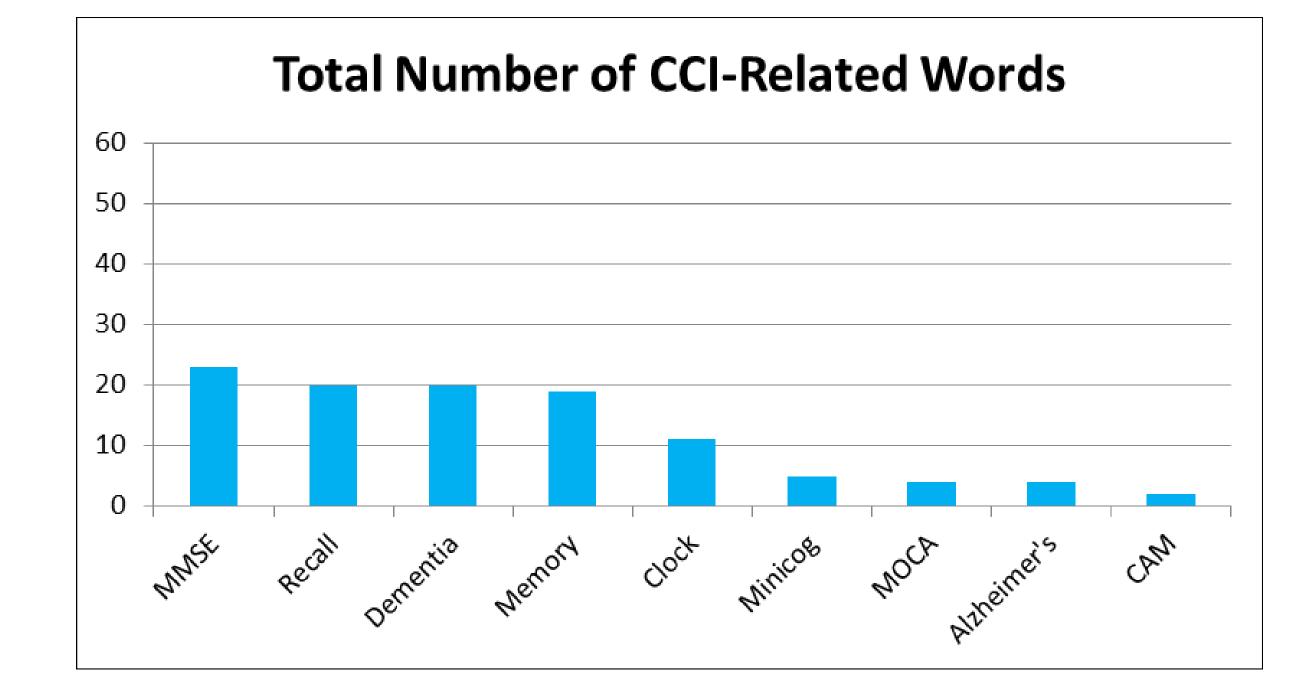
Function

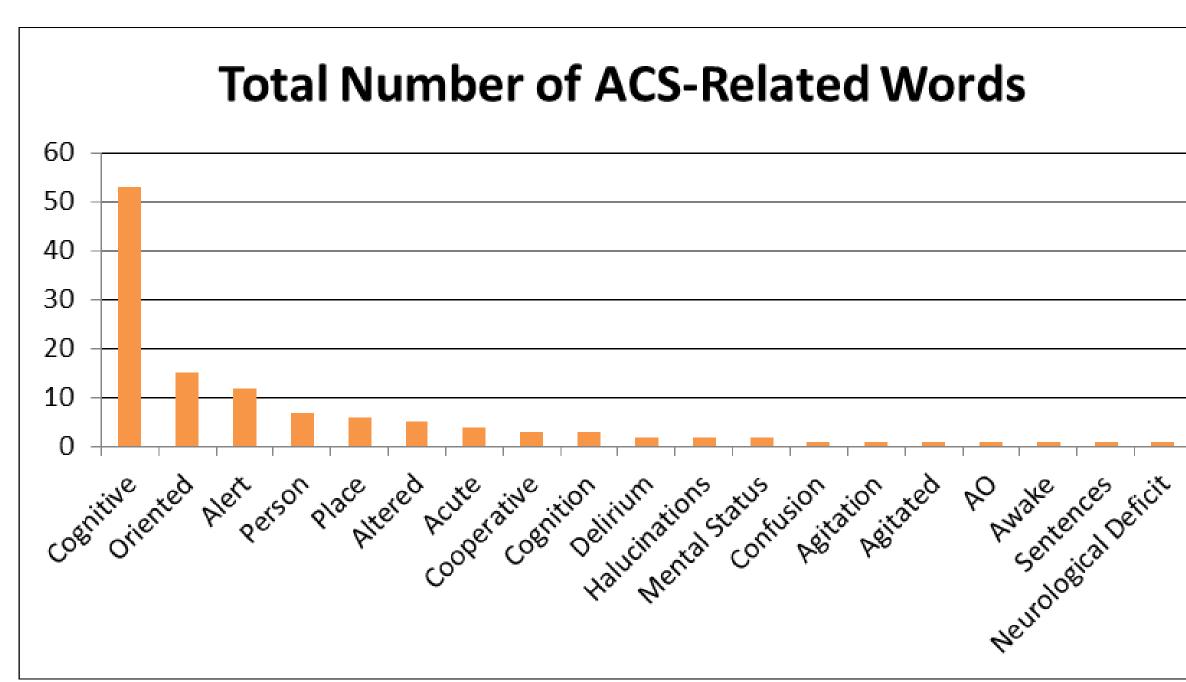
Cognition

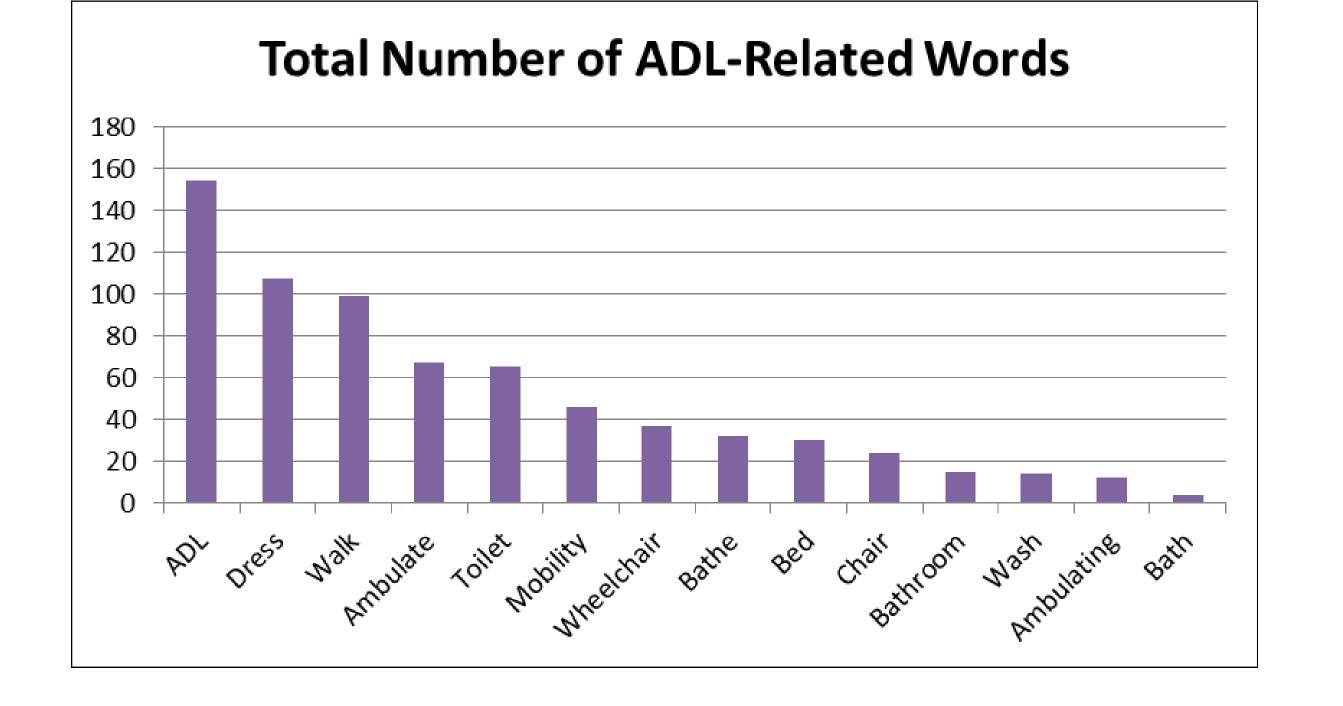
Function

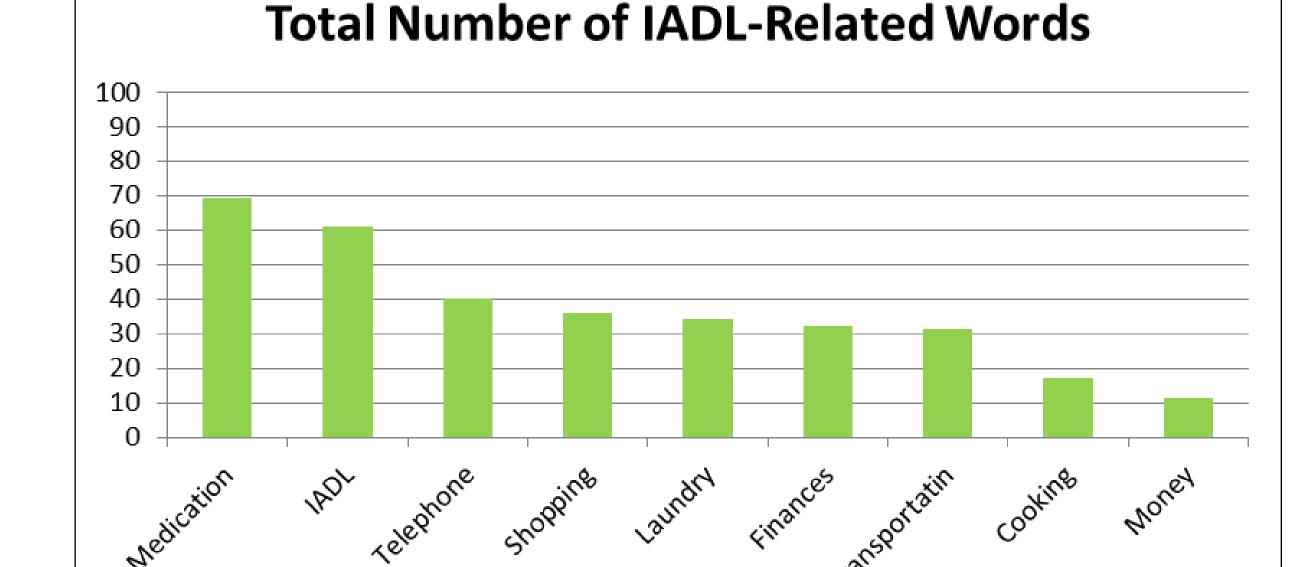
Cognition





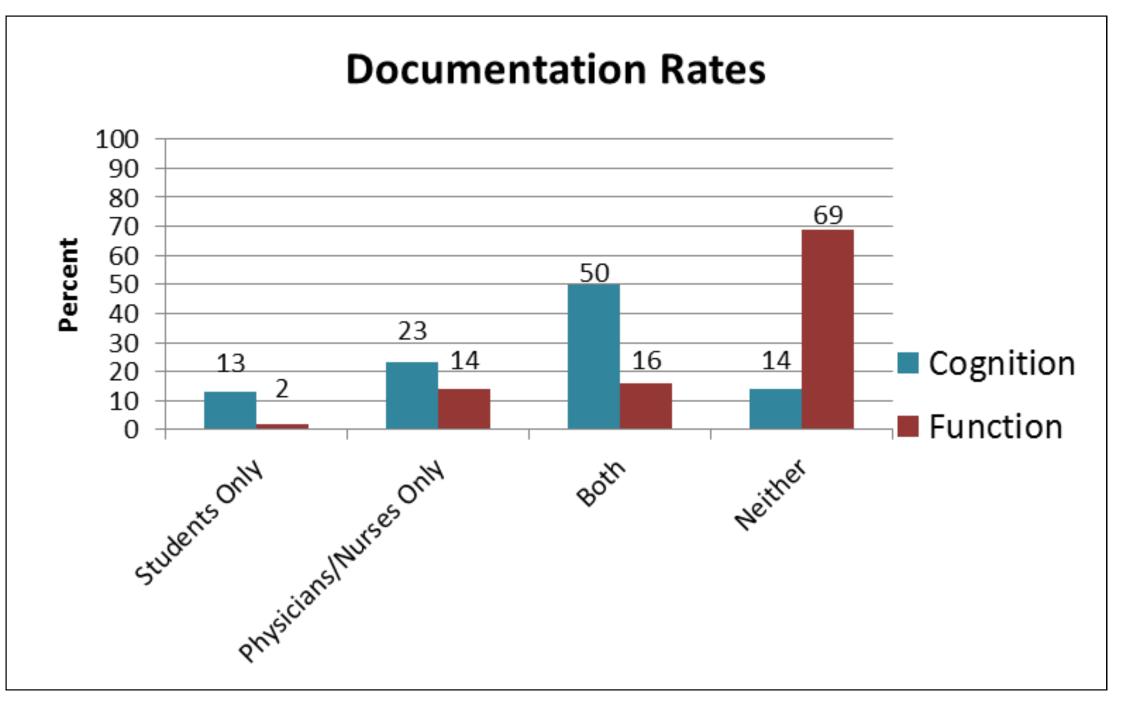






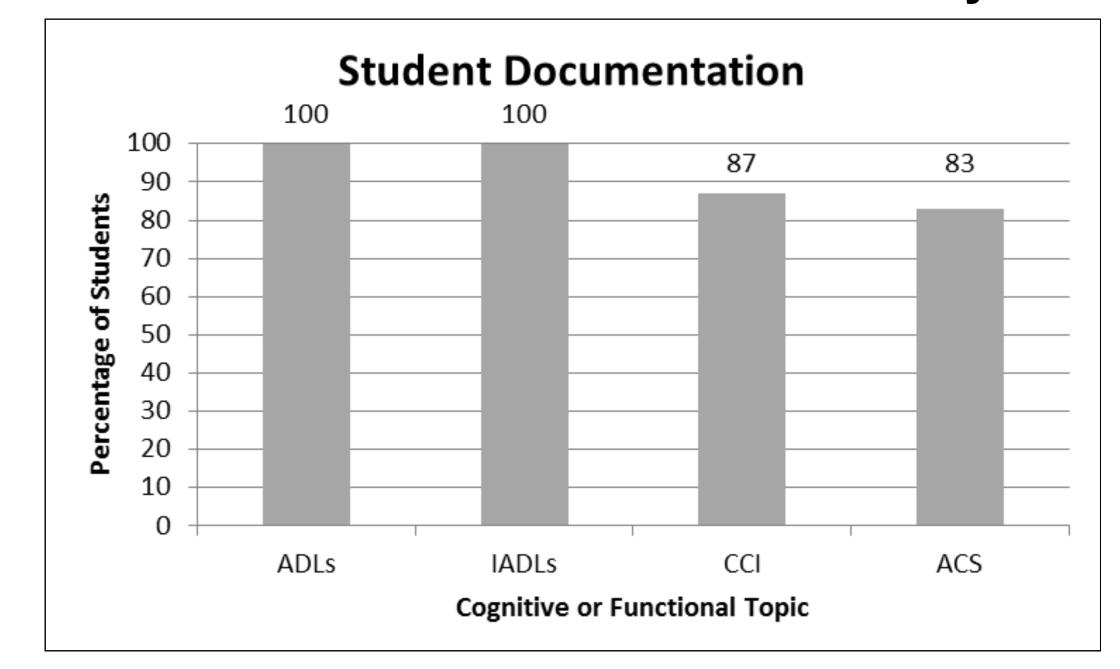
4. Conclusions





- The pre-geriatrics rotation students documented cognitive status and functional ability less than physicians/nurses.
- However, both students and physicians documented cognitive status more than functional ability.
 - Functional ability may be documented less because it takes longer to assess in the hospital setting or it may reflect the sensitivity of the abstract tool.

Geriatrics Rotation Shadow Chart Analysis



• The geriatrics rotation students who completed the functional assessment assignment consistently used words addressing the cognitive status or functional ability of the patient.

5. References

- 1. Dorra, H., Lenze, E., Kim, Y., Mulsant, B., Munin, M., Dew, M., Reynolds, C. Clinically relevant behaviors in elderly hip fracture in patients. International Journal of Psychiatry in Medicine, 2002, 32 (2): 249-259.
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- 4. Miller, E., Wightman, E., Rumbolt, K., McConnell, S., Berg, K., Devereaux, M. & Campbell, F. Management of Fall-Related Injuries in the Elderly: A Retrospective Chart Review of Patients Presenting to the Emergency Department of a Community-Based Teaching Hospital. *Physiotherapy Canada*, 2009, 61:26-38.

Pre-Geriatrics Rotation Hospital Chart Analysis

- charting of:

- Instrumental Activities of Daily Living (IADLs)
- An average of 2 to 3 charts were reviewed for the 10 consented
- We reviewed records for patients over the age of 65. The average

Geriatrics Rotation Shadow Chart Analysis

- functional and cognitive assessment.