



The Florida State University
College of Medicine

BCC 7174

**Primary Care Geriatrics
Clerkship**

2010-2011

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Instructors

Education Director

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Clerkship Directors

Campus	Director
Fort Pierce	Dr. Michael Gilels
Daytona	Dr. Neil Oslos
Orlando	Dr. Ariel Cole
Pensacola	Dr. Donna Jacobi
Sarasota	Dr. Bruce Robinson
Tallahassee	Dr. John Agens

Course Overview

Description

BCC 7174 Primary Care Geriatrics is a four week required 4th year clerkship designed to provide the medical student with an in-depth and qualitative exposure to the intricacies, subtleties, barriers and obstacles to high quality primary medical care for older adults in available settings throughout the community. This is a **web-enhanced course** with a self-directed learning module for each of ten (10) required competencies. The online modules provide standardization of the academic curriculum across our six regional campuses, thus insuring comparability. The online curriculum augments the student's clinical experiences under the guidance, direction and supervision of selected geriatric practitioners.

The student on this rotation has the opportunity to participate in the care of older patients in ambulatory, acute inpatient, adult daycare, nursing facility, rehabilitation center and assisted living facility sites. This required 4th year clerkship strives to be the capstone geriatric experience meeting the individual needs of each student in achieving basic performance proficiencies consistent with the **AAMC Consensus Competencies** for medical students.

A very important component of this experience is the requirement that each student follow *at least* 2 patients across transitions in their sites of care, and the expectation that students will carry a panel of 4 – 6 patients as continuously as possible throughout the month. Our curriculum focuses on the functional approach to complex patients with multiple comorbidities, patients that often 'fall through the cracks' in routine medical care. Completion of comprehensive therapeutic reviews for transitioning and continuity patients is a regular part of this experience. In addition to usual student involvement in taking histories, performing physical examinations, reviewing patient hospital records, and communicating with families, students on this clerkship are expected to participate in admission and discharge assessment and planning, and in patient-focused

team meetings. Students are expected to maintain “shadow charts” (HIPAA compliant student generated records of patient care, orders discharge summaries, etc.) for their continuity patients.

The participating clinical facilities are located within reasonable driving distance of the regional campuses, or when distant, housing accommodations are provided for the student, e.g. the Advent Christian Village Continuous Care Retirement Community in Dowling Park, Fl, a rural geriatrics site for the Tallahassee campus. During the clerkship, the student has the opportunity to interact with geriatricians, physiatrists, internists, family physicians, and multiple other health professionals such as nurse practitioners, occupational, speech/swallow and physical therapists, social workers, pharmacists, and others involved in the care of their older patients.

Projects required as part of this clerkship include presentation of a PowerPoint on a geriatric topic of the student's choosing. There must be at least one reference utilized from the geriatric literature.

Course Components

Expected student involvement in patient care includes:

1. Compiling comprehensive geriatric histories
 - interviewing patients at all levels of cognitive function
 - seeking out and interviewing collateral sources of information, i.e. caregivers, family members, nurses and other health care providers, etc. as appropriate
 - reviewing existing medical records
 - incorporating present illness and chronic co-morbidities into an *organized summary and chronology* of the patient's course through the healthcare system for the illness episode
 - routinely incorporating geriatric principles and syndromes in the comprehensive workup of the older adult patient
2. Performing physical examinations with emphasis on
 - examination of the bed bound patient
 - recognition of abnormal physical findings
 - the geriatric neurologic examination
3. Performance of required geriatric assessment procedures

- a. use of geriatric assessment tools are the “required geriatric procedures” proficient administration of which the student **must demonstrate** to the Clerkship Director or their duly designated faculty representative
 - b. required procedures include the following:
 - i. Comprehensive therapeutic Review and medication reconciliation
 - ii. Mini-cog, Mini Mental State Exam, Confusion Assessment Method Instrument
 - iii. PHQ9 or Geriatric Depression Scale
 - iv. Fall Risk Assessment and Post-Fall Evaluation (including get-up-and-go timed test
 - v. Creatinine Clearance calculation
 - vi. Environmental Safety Evaluation (by home visit or interview)
 - vii. Incontinence Evaluation (part of functional assessment)
4. Communicating with patients and families
 - assessing patient and family information needs
 - coaching patients and families in making transitions across care sites
 5. Completing documentation including admission and discharge assessments and plans
 - creating succinct summaries
 - writing orders for transitions of care
 - incorporating geriatric principles into plans of care for older adult patients
 6. Participating in interprofessional team-based geriatric care
 - structure and function of teams in geriatric care (Rehabilitation and or Hospice)
 - roles of various disciplines in geriatric care especially PT,OT, and Speech
 - the role of the physician and principles of team membership

The participating clinical facilities are located within reasonable driving distance of each regional campus. The student has opportunities to interact with several physicians and other health professionals involved in the care of each older patient in each of the formal care and community care settings. In addition to patient care, there are projects and assignments which must be accomplished during this clerkship:

- Setting of personal goals **to be accomplished during the clerkship** based on student self-assessed attainment of Geriatric Syndrome Competencies (Reynolds Curriculum)
- Creation and delivery of a PowerPoint presentation on a geriatric topic of the students own choosing
- Completion of a Continuity Transition Report and a HealthCare Systems Quality Improvement Exercise
- Reflective exercise on the End of Life
- Demonstration of information management and analytic skills in 3 other written assignments (hospital hazards, self-care and therapeutic review)

The Clerkship Director coordinates assignments and monitors student activity with direction and assistance by clerkship faculty, local staff, and the system-wide Academic Coordinator and Education Director.

Guidelines for the recording of Patient Encounters in CDCS

1. The following guidelines are to be used when determining the “level of educational participation” to assign to each encounter:
 - a. **Minimal-** Limited contact with patient
 - b. **Moderate-** Some components history and/or physical exam
 - c. **Full-** History and physical exam + additional information such as differential diagnosis and/or treatment plan.
2. Students should record no more than one encounter per patient per day, per clinical site, i.e. NH, rehab, ALF, etc..
3. The “first time visit” question must be accurately answered.
4. Students should take care to record specific geriatric problems (mainly found in the “general” category of CDCS. It should be readily apparent by reviewing the CDCS data that your encounters were “geriatric” in nature.

Schedules

This clerkship adheres to ACGME rules regarding the workweek, which includes *less than* 80 hours per week, no more than 24 hours continuously. There is no required night call, but students are expected to supplement normal hours with after-hour and/or weekend time as necessary to maintain continuity, knowledge of patient progress and their active role in that patient’s care. All students have at least one of every 7 days completely off from educational activities.

This clerkship is 4 weeks in duration and students should plan to be involved in required clinical activities 9 hours per day. Thus, it is estimated that clerkship activities require approximately 180 hours per rotation to achieve proficiency in the competencies (9 hours per day, five days per week), inclusive of reading and study time. Each student has scheduled a minimum of three hours with the clerkship director or designee in order to review CDCS patient encounter data, listen to presentation of cases, and receive didactic instruction, thereby

assuring breadth of experience, opportunity to demonstrate proficiency in competencies, and overall active engagement in learning. Considerable effort is made to 'tailor' the educational experiences to meet the specific needs and overall educational goals of the student, while maintaining the same general rotation schedule across all regional campuses.

There are regular faculty development meetings for clerkship faculty, clerkship directors, and associated health care professionals, who are made aware of the clerkship goals and competency performance standards and FSUCOM standards for grading, treatment of students, and provision of feedback.

Instructional Methods

The Clerkship is offered at the Daytona Beach, Fort Pierce, Pensacola, Orlando (Melbourne), Sarasota, and Tallahassee (Advent Christian Village- Dowling Park) campuses. Students are expected to work with patients of multiple attendings during the rotation as geriatric care tends to lack attending continuity across sites. A general weekly schedule is provided here as an example. The student's specific schedule is determined by the individual clerkship director to maximize each student's opportunities for patient care and clinical education, using the varied and unique resources available at each regional campus.

Sample Schedule:

4TH YEAR Primary Care Geriatrics Clerkship

	MON	TUES	WED	THURS	FRI
AM	Hospital Care- morning report, <u>in-patient rounds</u> Reading/Study	Ambulatory Care	Hospital Care- morning report, <u>in-patient rounds</u> Reading/Study	Ambulatory geriatric Care	Hospital Care- morning report, <u>in-patient rounds</u> Reading/Study
NOON	Working lunch, conference with Clerkship Director	Noon conference	Q/A, UR or rehab meeting	Care planning meeting or Noon conference	Working lunch, conference with Clerkship Director
PM	Teaching Conference <hr style="width: 50%; margin: 0 auto;"/> NH or Rehab Rounds	Patient Care	Rehab Facility	Other Community Care Setting (Hospice, independent living/ retirement center, home visit, Assisted Living Facility	Didactics/ Case based learning online/Independent study <hr style="width: 50%; margin: 0 auto;"/> Extended Care/SNF or Rehabilitation facility

Competencies-Objectives-Assessment

Clinical Problems/Diagnoses/Geriatric Syndromes

Clinical competencies comprise the curriculum for this clerkship. Students are expected to have the number of encounters relative to each competency to provide sufficient opportunity to gain proficiency in each competency area. The patients with whom the students will have encounters will have one or more of the following problems/diagnoses/geriatric syndromes:

1. Calorie depletion, borderline and frank malnutrition, failure to thrive
2. Functional impairment
3. Frailty/acute functional decline
4. Urinary incontinence Balance/gait abnormality, impaired ambulation
5. Depression
6. Dementia
7. Delirium
8. Medication Misadventure
9. Falls
10. Short term immobility , deconditioning
11. Advanced / end stage Illness, End of Life

Each student may require a different number of specific 'learning opportunities' to attain the expected level of proficiency. If the number, or type of patient followed during the clerkship does not present sufficient opportunity for the student to achieve required competencies, their clinical experience will be supplemented with additional online or on paper 'virtual patients'. This geriatric clerkship is designed to maximize and individualize student learning experiences to meet each student's most pressing educational need. We assist each student in their process of developing life long and adult learner skills by helping them identify their *own specific educational goals* for this clerkship. *We specifically target deficiencies in their attainment of comprehensive geriatric curriculum goals.* Every effort will be made to provide student-identified and student-centered opportunities to meet needs and achieve goals.

Course Competencies

It is presumed that the medical student will have made satisfactory progress in attaining the COM competencies in general and the integrated geriatric curriculum specifically and will have accumulated pre-requisite knowledge, skills, attitudes and behaviors (KSAB's) as evidenced by successful

completion of the previous 3 years of medical school. The competencies for this course are displayed in the below table as they relate to and/or support the general competencies and learning objectives of Florida State University College of Medicine. These competencies will require you to provide “*evidence*” of your proficiency over the course of the clerkship. This “*evidence*” might be provided by demonstration of a skill, direct observation by faculty, oral or written presentation, or other formal evaluation i.e. testing. In the Course materials section of the Bb site are posted “enabling learning objectives” which detail the KSAB’s needed to proficiently perform for each competency.

(See Appendix A for enabling objectives and COM competencies/curricular themes)

How the Course Will Achieve These Objectives

Students on this clerkship will be exposed to multiple opportunities to learn. The hallmark of clinical education is exposure to real patients in the clinical setting. Additionally, clinical environments themselves afford educational opportunity, as do lectures, conferences, or other didactics, and of course, individual reading and study by the student.

Educational Activities to be included in the required clerkship and monitored by the clerkship directors:

1. Following at least 2 patients across **transitions**.
2. Following 4 – 6 patients continuously, may be NH, ALF, Rehab or other residential setting.
3. **Discharge Planning** in any setting for at least 1 patient.
4. **Utilization Review (UR), Care Planning (CP) or Rehabilitation Team** meeting in any care facility at least once.
5. **Nursing / Rehabilitation Facility** Admissions at least 3 admissions per rotation
6. Students will spend *not more than two half days per week in an ambulatory geriatric experience*
7. The student will participate in “**end-of-life care**” for at least one patient in *any* setting during the rotation.
8. Student will participate in a ‘teaching supervision conference’ with the clerkship director at least weekly and additionally as necessary

The course competencies will be met by participation in these educational activities, completion of selected readings, conferences and rounds with clerkship faculty, the clerkship director and facility health professionals of various disciplines including social work, physical and occupational therapy, advanced practice nursing (ARNP), speech therapy, pharmacy, and nutrition/dietary over the course of the rotation. Ample time is provided within the clerkship schedule for student self-study and transportation between clinical settings.

Students will maintain a shadow chart either on paper or in the SOAPware EMR, in a manner compliant with HIPPA regulations, for all of their ‘continuity’ patients . It is expected that students will complete the following types of documentation for their continuity of care patients as appropriate: routine progress notes, on-service (admission) and off-service (discharge) notes where appropriate, admission work-ups, discharge summaries and transfer/transition notes. All forms of documentation should be readily available for critique by the faculty and clerkship director.

Students will also electronically document their patient encounters in the CDCS system in totality and in a timely manner.

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building G146

Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic

work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See pages 27-29 of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Library Policy

The [COM Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure Internet access. Library resources that support this course are available under “Course Pages” on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

Required Materials

2010 Geriatrics at Your Fingertips 12th Edition; Reuben et al; Blackwell Publishing

Suggested Materials

Geriatric Review Syllabus. American Geriatrics Society, 6th ed, 2009-2010

<http://www.geriatricsreviewsyllabus.org/>

GRS Chapter	2	Biology of Aging
GRS Chapter	6, 15	Geriatric Assessment /Rehabilitation
GRS Chapter	13, 14	Hospital Care/Perioperative Care
GRS Chapter	10	Pharmacotherapy
GRS Chapter	16	Nursing-Home Care
GRS Chapter	30, 32	Dementia/ Delirium
GRS Chapter	27, 28	Falls/ Gait and Balance
GRS Chapter	18	Palliative Care

GRS Chapter 24, 26 Malnutrition/ Urinary Incontinence
GRS Chapter 35 Depression

Supplemental Reading:

E-Journal Articles posted on Blackboard (Bb)

Point of Care reference: Geriatrics at Your Fingertips

Grading

Grading policies for all Clerkships are standardized and can be found in the **Academic Policies** section of the [*FSUCOM Student Handbook*](#) -page 31.