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 in-hospital 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 4th-year 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

- Pre-Geriatrics Rotation Hospital Chart Analysis
  - We designed a tool to abstract in-patient hospital charts targeting any mention of cognitive status and functional ability by coding students’ charting of:
    - Acute confusional state (ACS)
    - Chronic cognitive impairment (CCI)
    - Activities of Daily Living (ADLs)
    - Instrumental Activities of Daily Living (IADLs)
  - An average of 2 to 3 charts were reviewed for the 10 consented students (N=26).
  - We reviewed records for patients over the age of 65. The average age was 78.

- Geriatrics Rotation Shadow Chart Analysis
  - 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 functional and cognitive assessment.

3. Results

- Pre-Geriatrics Rotation Hospital Chart Analysis
  - 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.

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.

5. References