



# REJUVINATING THE GERIATRICS CURRICULUM

Thanuja Chandrasena, D.O.

Texas Tech University Health Sciences Center Community and Family Medicine  
Amarillo Residency Program

## Introduction

- Texas Tech Community and Family Medicine Residency at Amarillo, TX does not currently have a structured Geriatrics curriculum
  - Past 2 years this residency has changed nursing home affiliations
- Problem Identification from Program Leadership**
- Curriculum that has structure and objectives
  - Provides for an education that cultivates graduates that are confident in managing older patients in the clinic, hospital, skilled, and long-term care facilities.

## References

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## Needs Assessment

### PROGRAM ACGME REQUIREMENTS

- IV.C.4.c).(1)
- IV.B.1.b).(1).(a).(vii) (Core)
- IV.B.1.b).(1).(a).(viii) (Core)
- IV.C.4.c) (Core)
  - IV.C.4.c).(1)
- IV.C.4.e).(3) (Core)
- IV.C.7. (Core)
  - IV.C.7.a) (Detail)
  - IV.C.7.b) (Detail)
- 6 Core Competencies

### PROGRAM RESIDENCY SURVEY and ROTATION FEEDBACK

- Resident Needs Assessment Survey:
  - Geriatrics curriculum does not meet ACGME requirements
  - Not prepared for real world practice
  - Desire for increased reinforcement through academic and service-related activities
- Rotation Feedback
  - Quality of education dependent on workload at nursing home and skilled nursing facility
  - Sometimes felt overwhelmed by the skilled nursing volume
  - Valued nursing home experience to prepare for future in administration.
  - Required service for the nursing home

## Goals

- Meet core ACGME requirements as stated for older patient care
- Be able to gather a H&P and direct patient care plan for elderly patient in clinic, hospital, long-term care, and skilled nursing facility
- Be able to coordinate- an end-of-life discussion, advance directives discussion, and a multidisciplinary care team.
- Demonstrate understanding in: age associated physiological changes; polypharmacy effects on elderly patients, recognition and management of elder mistreatment, local and national geriatric resources, and financial aspects of geriatric healthcare

## Educational Strategies

### Activities

- Patient care-write notes, check out patients, develop care plan
- Clinical setting-lead end-of-life discussion, advance directives, and care teams
- Surveys
- ITE exam scores, Geriatric assessment tools

### Participation

- Residents will have notes evaluated, patients assessed by faculty, amend and discuss care plan
- Resident will observe discussion from upper level/faculty/consult, will lead discussion with patient and care teams, then will teach lower level resident in care team, demonstrate effective communication and leadership
- Pre and post assessment after rotation and after 3<sup>rd</sup> year completion with confidence assessment
- Follow scores of each individual resident in this topic area after each year of training

### Facilitators

- Program leadership giving authority to design and format rotation as needed
- Having a nurse practitioner
- Experience from other faculty who have been through other geriatric rotations

### Barriers

- No established geriatrician
- New long-term care facility orientation and protocol
- Limitations to resident time
- Ability to get hospice and palliative care built in.

## Outcomes and Impacts

- Short Term outcomes
  - Establishing Long term care patients
  - Establishing a geriatric experience with geriatrician in a clinical setting
  - Extending hospice and palliative care rotation from the inpatient structure to outpatient and community education
- Intermediate Outcomes
  - Providing efficient and good care to our long-term care patients and start developing skilled nursing unit patients
  - Show residents a commitment to providing excellent training and education
- Long Term Outcomes
  - Have Texas Tech Family Medicine Affiliation as an academic program that provides excellent care to geriatric patients in the community in any setting

This work was supported in whole or in part by a grant from the Texas Higher Education Coordinating Board (THECB). The opinions and conclusions expressed in this document are those of the author(s) and do not represent the opinions or policy of THECB.