

**University of Washington  
Internal Medicine**

***Geriatric Medicine Curriculum***

Educational Goals: IM Residents will train on Geriatric services to:

- Learn an interdisciplinary approach to health care of older adults including:
- Diagnosis and management of medical problems of older adults.
- Medical care of the older surgical patient, including pre-operative evaluation and post-operative management.
- Comprehensive assessment of functional status and appropriate levels of care.
- Discharge planning to optimize use of community and outpatient services available to older adults.
- Assessment and management of ambulatory community-based older adults.
- Care of institutionalized long-term care patients.
- Learn the principles of caring for chronically ill and older patients with acute and sub-acute medical issues, and care for dying patients and their families
- Provide experience with frail older patients with multiple medical, psychiatric, cognitive, socio-economic and/or functional problems

This chart details the minimum curricular goals for each year of residency

**Patient Care: History Taking** **Resident Competency Evaluation Form, Mini-CEX**

**PGY-1**

Demonstrates the ability to obtain and document a comprehensive history from patient and/or caretaker.

Specific focus on geriatrics issues:

- Functional status
- Fall risk
- Support systems
- Living situation and environment
- Nutrition
- Depression

Epidemiologic and disease-related risk factors for chronic medical problems. Preventive health history. Achieves these objectives with moderate faculty input.

**PGY-2**

Comprehensive history obtained with occasional input from faculty. Ability to obtain history about sensitive topics such as elder abuse, cognitive impairment, alcohol and substance abuse.

**PGY-3**

Independently obtains comprehensive history.

**Patient Care: Physical Exam**

**Resident Competency Evaluation Form, Mini-CEX**

**PGY-1**

Performs accurate and complete physical examination, with sensitivity to possible patient physical impairment from rheumatologic and neurologic conditions. Reliably obtains mini-mental status, orientation, and gait assessment. With moderate faculty input, can describe and document abnormalities in physical examination.

Can describe and begins to be reliable in the following screening exams:

- Skin cancer
- Breast cancer
- Rectal exam for prostate cancer and colon cancer

**PGY-2**

Achieves objectives with only occasional input from faculty. Reliably able to perform screening examinations for cancer. Teaches about the important aspects of the physical examination.

**PGY-3**

Accurately describes and documents the objectives with rare faculty input. Teaches about the important aspects of the examination with EBM-supporting data.

**Patient Care: Medical Decisions**

**Resident Competency Evaluation Form, Chart Review/documentation**

**PGY-1**

Works with multi-disciplinary team of Nursing, PT, OT, MSW, Psychiatry, and Dietician to assess patient and functional status, and plan goals:

- to achieve maximal appropriate level of independence,
- prevent avoidable decline in health status and iatrogenic illness,
- enhance quality of life, and
- minimize the period of disability at the end of life

Carefully attends to specifics of:

- Functional status (ADL and IADL measurements)
- Conditions that impact health in elderly patients, including: memory loss, delirium, risk of falls and injury, nutrition, dental care, vaccination, skin integrity, polypharmacy, urinary incontinence)
- Individualized selective screening for cancer and other conditions.

Reliably recognizes clinical decompensation and appropriately seeks assistance.

Learns medical care of the older surgical patient, including preoperative evaluation and post-operative management.

Develops approach to symptom management for palliative end of life care.

Describes management and target therapeutic goals for drug therapy for a variety of geriatrics conditions (see medical knowledge list), and begins to understand changes in pharmacology with aging.

Writes admit and progress notes that identify important data and demonstrate thoughtful **problem-based** assessment and plan.

These objectives are met with regular faculty input.

**PGY-2**

In-depth understanding of contributions of multidisciplinary team. Reliably recognizes critical illness. Accurately interprets examination and study findings. Can independently initiate management strategies with detailed understanding of pharmacology in geriatrics. Skillful approach to symptom management for palliative end of life care. Recognizes clinical evidence of suboptimal response to the planned therapy. These objectives are met with occasional faculty input.

**PGY-3**

Can identify causes of failure to respond to appropriate therapy. Can independently initiate emergent and ongoing management strategies. Advanced skills in patient communication about end of life issues. Consistently uses EBM-based approach to diagnostic evaluation and management. These objectives are met with minimal faculty input.

**Patient Care: Procedural skills**

**Resident Competency Evaluation Form, Procedure Log**

**PGY-1**

Procedures on geriatrics services are similar to those typically performed on the GIM inpatient wards and outpatient clinics (most commonly paracentesis, arthrocentesis, thoracentesis, lumbar puncture). Additionally, learns bedside urodynamics. Masters cognitive, counseling, and technical skills for all procedures performed. Begins to understand potential complications. Procedures performed with close faculty supervision.

**PGY-2**

Procedures performed with clear understanding of potential complications and occasional faculty supervision as needed. Teaches procedures to interns and students.

**PGY-3**

Teaches capably about procedural skills.

**Patient Care: Consultation Process**

**Resident Competency Evaluation Form**

**PGY-1**

Uses relevant questions to obtain consultation and follows up on unclear recommendations.

**PGY-2**

Develops strategy for managing patient referrals and follow-up. Serves as an effective consultant.

**PGY-3**

Critically analyses consultant recommendations and manages conflicting opinions of multiple consultants.

**Medical Knowledge**

**Resident Competency Evaluation Form, Attd Review of Written Documentation**

**PGY-1**

Applies relevant clinical and basic science knowledge in the following common medical conditions:

- |                         |                      |
|-------------------------|----------------------|
| Incontinence            | Diabetes             |
| Accident/fall risk      | Hypogonadism         |
| Deconditioning          | Thyroid dysfunction  |
| Malnutrition            | Osteoporosis         |
| Dementia                | Polypharmacy         |
| Depression              | Gait disturbances    |
| Delirium                | Stroke               |
| Osteoarthritis          | Atrial fibrillation\ |
| Coronary artery disease |                      |

Learns principles of palliative end of life care:

Metastatic cancer ALS Multiple sclerosis	End stage COPD End stage CHF
<b>PGY-2</b> Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans.	
<b>PGY-3</b> Understanding and application of medical literature related to common medical conditions.	

**Interpersonal Skills and Communication**

**Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b> Effectively establishes rapport with patients and families and initiates communication with them on a regular basis. Presents on rounds in an organized and articulate fashion. Appropriately communicates with other health care professionals and consultants. Functions as an effective team member. Provides timely and thorough electronic documentation of patient care.
<b>PGY-2</b> Addresses ethical issues such as advance directives, health care proxy, and unrealistic expectations of patients and families. Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input. Provides teaching and feedback to more junior team members on their communication styles. Functions as an effective team leader.
<b>PGY-3</b> Able to deal with the most challenging patients and families with minimal direction. Coordinates team communication to optimize patient care. Functions as an effective team leader with decreasing reliance on attending. Functions as a consultant.

**Professionalism**

**Resident Competency Evaluation Form, Conference Attendance**

<b>PGY-1</b> Identifies ethical issues. Strives for patient care and knowledge excellence. Reliably accomplishes assigned tasks. Demonstrates integrity, respect for others, honesty and compassion. Demonstrates timely completion of administrative tasks and documentation.
<b>PGY-2</b> Identifies ethical issues and the resources available to solve them. Strives for patient care and knowledge excellence. Reliably identifies and accomplishes necessary tasks. Sets a tone of respect and collegiality for the team and acts as role model for patient care and professional behavior.
<b>PGY-3</b> Identifies ethical issues and solves them using the available resources. Provides counseling on professionalism issues for more junior team members.

**Practice Based Learning and Improvement**

**Resident Competency Evaluation Form**

<b>PGY-1</b> Effective and efficient pre-rounding. Seeks and accepts feedback from team about patient care, organization and presentations. Learns basic EBM principles, and article review. Understands limits of own knowledge, and seeks help. Demonstrates continual progress in clinical management. Facilitate learning of students.
<b>PGY-2</b> Understands EBM principles, and begins to utilize relevant research to support decision-making. Identifies knowledge deficiencies and seeks to correct them. Demonstrate EBM based practice when teaching junior colleagues or peers.
<b>PGY-3</b> Appropriately integrates EBM with expert opinions and professional judgment. Able to utilize and suggest data-driven modifications to protocols. Able to systematically compare personal practice patterns to larger populations and seek to improve disparities in own patient care. Ability to accurately self-assess skills and performance.

**Systems Based Practice**

**Resident Competency Evaluation Form, 360 degree evaluations**

<b>PGY-1</b> Effectively communicates with nurses and other professionals to optimize patient care. Writes effective notes. Appropriately transitions patients to the next level of care and discharge planning. Uses strategies to obtain information from other practitioners about patients' current health. Reflects on healthcare provided, and has awareness of cost effective practices.
<b>PGY-2</b> Develops advocacy strategies for patients with access to health care issues. Understands and moderately practices cost effective care of patients and selective test ordering.
<b>PGY-3</b> Consistently advocates for patients, insures appropriate referrals and progress notes accurately reflect care. Develops systems designed to optimize follow-up. Assumes leadership role in management of complex care plans. Practices cost effective care of patients and selective test ordering.