Enhancing Geriatrics Rotation Training: Use of Web CT

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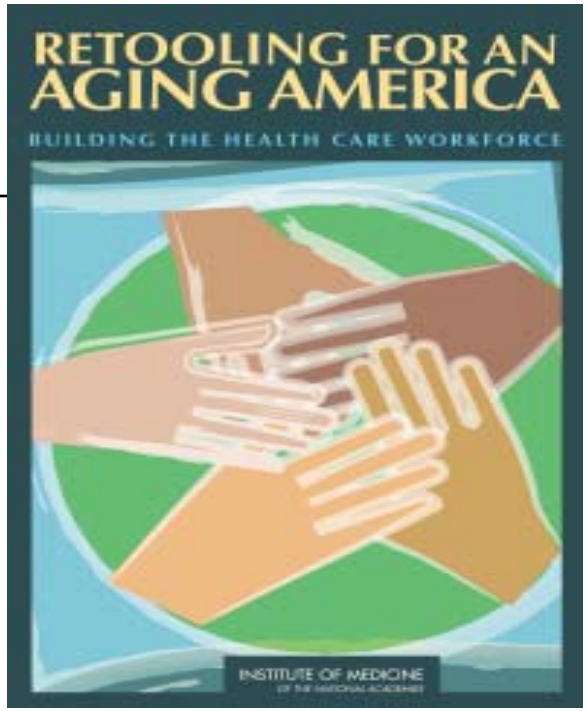
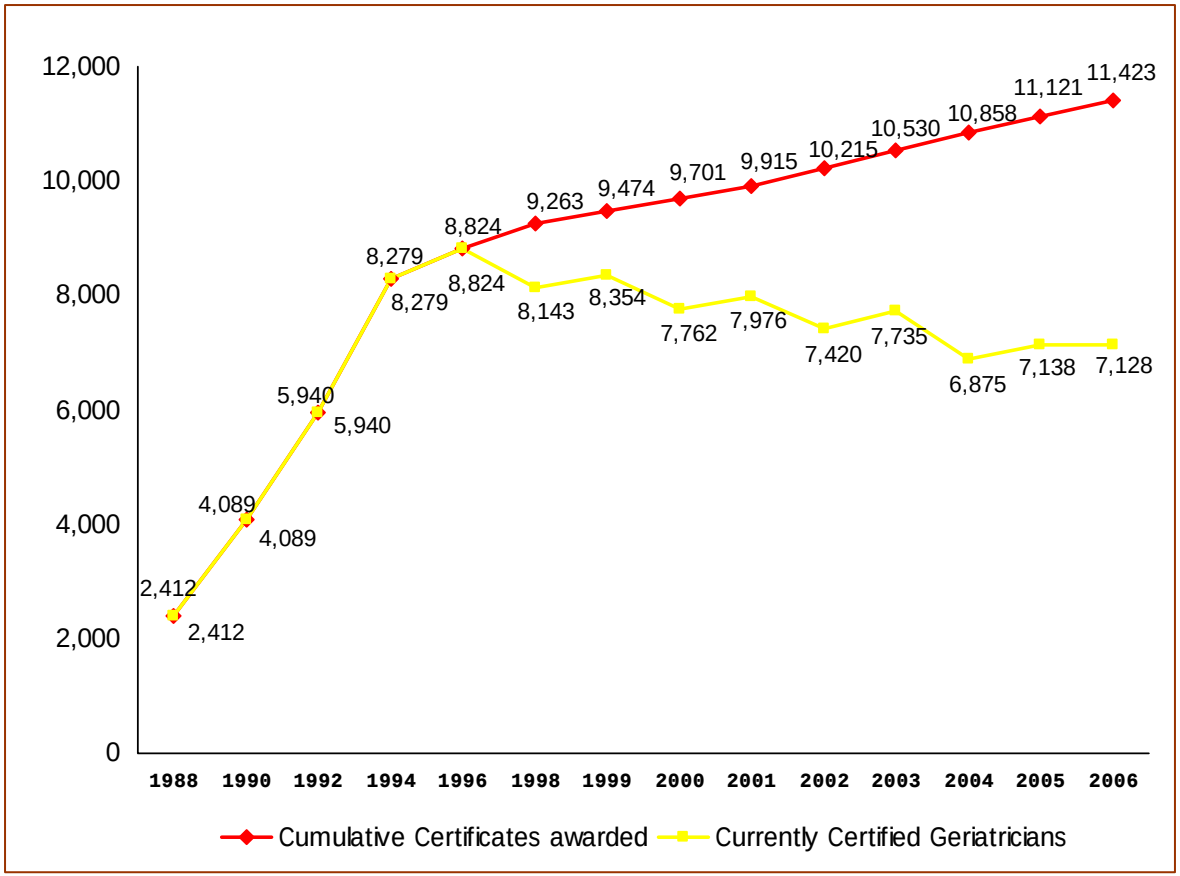
Objectives

- Rationale for improvement in Geriatrics training at NSU COM



- Review of Web CT training modules to replace traditional examination
- Results of a participant survey

Comparison of Number of Certificates in Geriatric Medicine Awarded to Number of Currently Certified Geriatricians (Family Medicine and Internal Medicine)



Source: ADGAP Status of Geriatrics Workforce Study

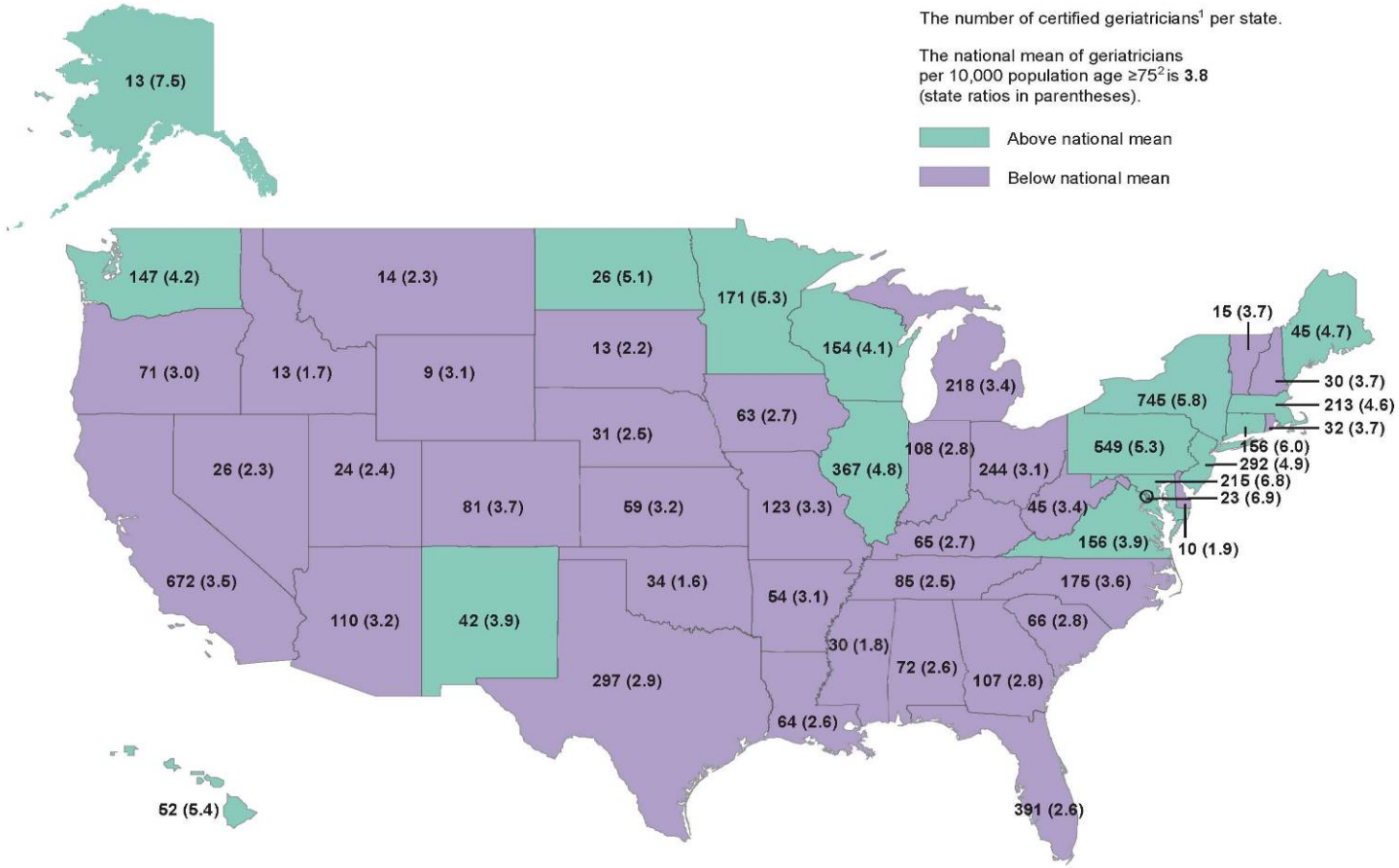
April 2007

Current Geriatricians

- 3.8 Geriatricians/10,000 75+
  - Range 1.6 to 7.5
  - 7950 board certified geriatricians in US in 2007

- 1.1 Geriatric Psychiatrist/10,000 75+
  - Range 0.1 to 2.7
  - 1657 board certified geriatric psychiatrists today

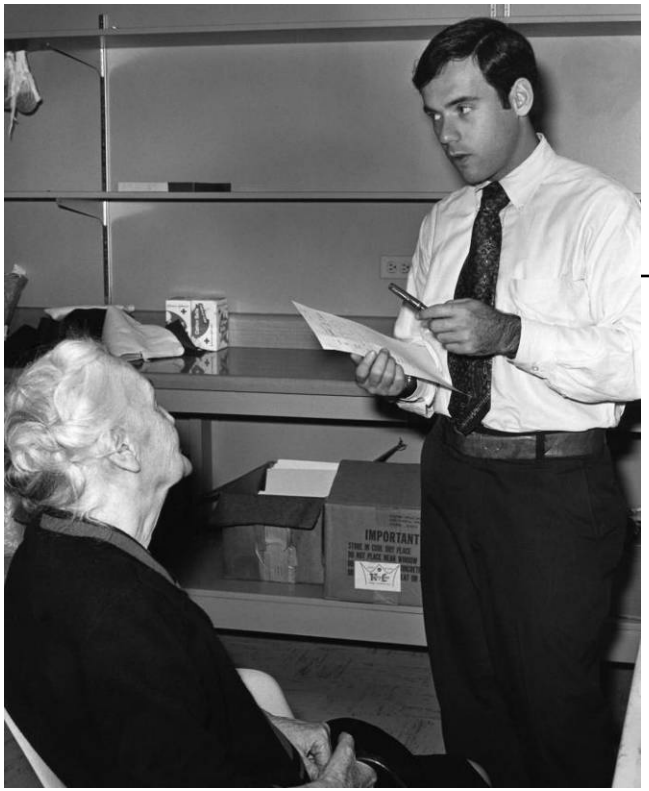
Figure 1.1 Distribution of Certified Geriatricians in the United States for populations aged 75 and over, 2006



[1]American Board of Medical Specialities, 2006 Annual Report and Reference Handbook
[2]Census 2005 as compiled by the Administration on Aging

Source: ISH ADGAP Status of Geriatric Workforce Study, 2007

Medical Student Education



Since virtually all health professionals care for older adults to some degree, geriatric competence needs to be improved through significant enhancements in educational curricula and training programs

IOM April 2008

Medical student geriatrics curriculum

- 23% of medical schools require a geriatric clerkship
- 48% integrated geriatrics into a required clinical rotation
- 34% said curriculum experience depended on faculty interest in geriatrics
- 17% had some exposure, but no objectives

Schools could report more than one type of experience

ADGAP Survey of Geriatric Medicine Program Directors 2005.

Percent of graduating medical students who agreed or strongly agreed that there was adequate geriatrics/gerontology in their clerkship.

Clerkship	2003	2006
Family medicine	65%	73%
Internal medicine	73%	81%
OB/GYN	34%	39%
Psychiatry	53%	61%
Surgery	52%	59%

Source: AAMC, Medical School Graduation Questionnaire, All Schools Report

Percent of graduating medical students who agreed or strongly agreed with the following statements.

Statement	2003	2006
I learned about the health care needs of healthy older adults during my medical training	77%	87%
I am well prepared to care for older adult patients in acute settings	69%	72%
I am well prepared to care for older adult patients in ambulatory settings	78%	80%

Source: AAMC, Medical School Graduation Questionnaire, All Schools Report

Percent of graduating medical students who agreed or strongly agreed with the following statements.

Statement	2003	2006
I am well prepared to care for older adult patients in long-term health care settings	55%	59%
I was exposed to expert geriatric care by the attending faculty of my medical program	61%	68%
Interdisciplinary approaches were used to increase my knowledge of geriatrics	53%	61%

Source: AAMC, Medical School Graduation Questionnaire, All Schools Report

Geriatrics Training at NSU COM

- One of 10 medical schools that have a required course in Geriatrics (125 responded)
  - 12 h case-based approach to geriatric syndromes
- M2 End-of-life seminar
- M3 geriatrics rotation is required
- FM residency geriatrics rotation is required
- 1 yr Geriatrics fellowship (FM- AOA accredited)
- Geriatric Education Center (HRSA funded)

Previous Evaluation of the Geriatrics Rotation

- Qualitative performance evaluation (Likert scale)
- Evaluation of case presentation
- End-of-rotation written examination (MCQ) derived from FM and IM student textbooks
  - Exam questions passed on to succeeding students

Impetus for Change

- No standardization of knowledge acquired
- Inconsistent evaluation of required competencies at different rotation sites
- No incentive to read new material during the rotation
- Grant obtained from Broward Community Foundation 2 yrs ago (Geriatrics Dept and Director of Senior Services at NSU)
- Many courses are taught using Web CT at NSU
  - Strong IT support

Designing a Course

- Utilize instructional design when developing a course at NSU-COM
- Solid educational theory
- Mindful of AACOM core competency initiative

Participants on the Design Team

- IDT Members included:
  - Chair of Geriatrics
  - Assistant Dean of Medical Education
  - Faculty member, Department of Family Medicine
  - Assistant Dean of Clinical Education
  - Izone design and implementation personnel
  - Graduate student assistant from School of Psychology

Adult Learning Theory

- Autonomous and self-directed
- Connect learning to existing base of knowledge
- Goal oriented
- Relevant and practical

Core Competency

- Add to medical knowledge
- Professionalism…Life-long learning, sensitivity to diverse patient population
- Practice Based Learning…use of literature to support patient care

Consensus Reached for the Design

- Web-based…self paced
- Build on knowledge from M2 course
- Clinical cases relevant to Geriatrics
- Include journal articles on geriatric patient care
- Include humor
- Reward through completion certificate

New WebCT Course Content

- 8 modules based on typical Geriatric Syndromes
  - 6 modules have a review article followed by 5 MCQ's
  - 2 modules are interactive, case-based (University of Virginia)
  - Completion certificate printed and saved by student

Show link and module example….

- http://www.nova.edu

Benefits of Web-CT modules as a component of the Geriatrics Rotation

- Accommodates different learning styles
- Eliminates traditional recycled end-of-rotation exam
- Students complete own pace, own time
- Allows incorporation of new information, practice guidelines, position statements on an annual basis

Post Course Survey Results

Future Directions

- Development of more interactive, case-based modules
- Posting required readings to augment the didactic course in Geriatrics
- Comparing outcomes after one year
  - Performance + written exam vs. performance + modules
- Development of an Interdisciplinary Geriatrics Curriculum for all health professions students (NSU GEC)

QUESTIONS?