

Designing Geriatric Didactic and Clinical Curricula for the Physician Assistant Student: Opportunities and Challenges

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Abstract

As the population ages within the United States, there is an increasing need to ensure that geriatrics curricula is incorporated into physician assistant education. This session will assist physician assistant faculty in identifying and evaluating opportunities and challenges for developing didactic and clinical geriatrics curricula for their students. The presenters will share the experience of their program in developing geriatric curricula.

Objectives

At the conclusion of this session, participants will be able to:

1. Identify strategies and resources for incorporating geriatrics within physician assistant program curricula.
2. Discuss opportunities and challenges of incorporating geriatrics within a physician assistant program.

Why Teach Geriatrics to PA Students?

The growing elderly population.

The need for more practitioners trained in the special medical and social requirements of geriatric patients.

The need to develop skills in chronic care management.

The need for PAs to learn to be part of interdisciplinary geriatric teams.

The need to address attitudes and behaviors of students toward the elderly.

ARC-PA requires the teaching of geriatrics.

Overall Considerations in Developing Geriatric Curricula

1. Student and faculty attitudes toward the elderly and care of the elderly.
2. Limited curricula time.
3. Faculty training in geriatrics.

Considerations/Strategies in Developing Didactic Curricula

1. Integrated vs. separate course
2. Opportunities for students to gain exposure to geriatric health care services (e.g. visits to nursing homes, senior centers, etc.)
3. Faculty/community resources for lectures.
4. Incorporating geriatric case studies /exercises for learning geriatrics learning

Considerations in Developing Clinical Curricula in Geriatrics

1. Limited clinical sites with board certified geriatricians.
2. Can family practice and internal medicine sites be developed as geriatric sites?
3. Preceptor development for geriatric rotations.

Strategies for Teaching Geriatrics during Clinical Rotations

1. Learning contracts
2. Journals/reflective statements
3. Community site visits
4. Seminars/Continuing education programs
5. Textbook readings

The Learning Contract University of Kentucky Interdisciplinary Geriatric Clerkship Learning Contract Form

ACTIVITY	ASSIGNMENT (Check box if Required)	NUMBER REQUIRED (if applicable)	DATE COMPLETED
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I. Individual Student Development

- Orientation
- Student Team Meetings
- Teleconferences
- Subject of Teleconference:
- Geriatric Modules
 - Name of Module completed:
- Student Reading Assignment
- Student Journal

The Learning Contract

ACTIVITY	ASSIGNMENT (Check box if Required)	NUMBER REQUIRED (if applicable)	DATE COMPLETED
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- II. Bio-psycho-social Assessment
- Geriatric Medical History
- Geriatric Clinical Exam
- Medication Profile
- Yesavage - Brinkman Depression Scale
- Mini-Mental State Exam
- ADL / IADL Assessment
- Social Work Assessment
- Caregiver Support Assessment
- Short Functional Assessment Form
- Patient Case Study
- Home Safety Assessment
- Other

The Learning Contract

ACTIVITY	ASSIGNMENT (Check box if Required)	NUMBER REQUIRED (if applicable)	DATE COMPLETED
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- III. Community Community Site Visits
 - Location of Site Visit
- IV. Patient and Family
- Patient Education Assignment
- Home Visits
- Primary Reason for Visit:
- Individual Patient Assignment

Examples of Course Syllabi in Geriatrics

- Copies of the University of Kentucky Physician Assistant Program's syllabi for a didactic course and a clinical rotation in geriatrics are available upon request from:

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