

A Longitudinal Patient-centered Geriatric Educational Experience for Medical Students

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“I specifically remember my patient telling me that while he had been exposed to many medical students...as well as students from other healthcare fields, this experience was quite different...*I wasn't only there to poke and prod him and elicit medical information, but rather to build a medical student-patient relationship. Rather than a medical student telling him what to do, he became the teacher, teaching me how to care for patients like him.*”

**“I was very naive to the obstacles faced by not only the geriatric population, but by low income and disadvantaged persons in general in receiving adequate health care...
*I will be aware of these things in my practice as a physician and I will work to remove these barriers in order to get my patients whatever care they need.”***

What experiences
fostered these insights by
learners?

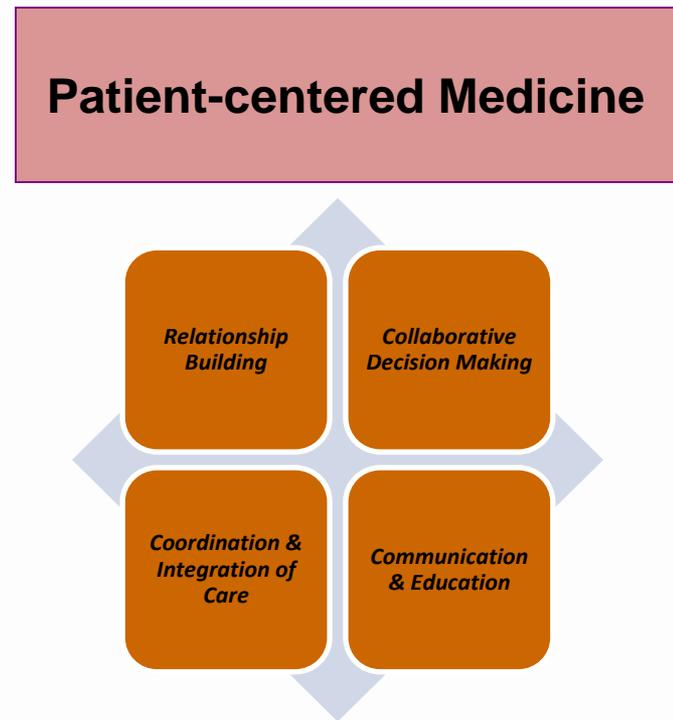
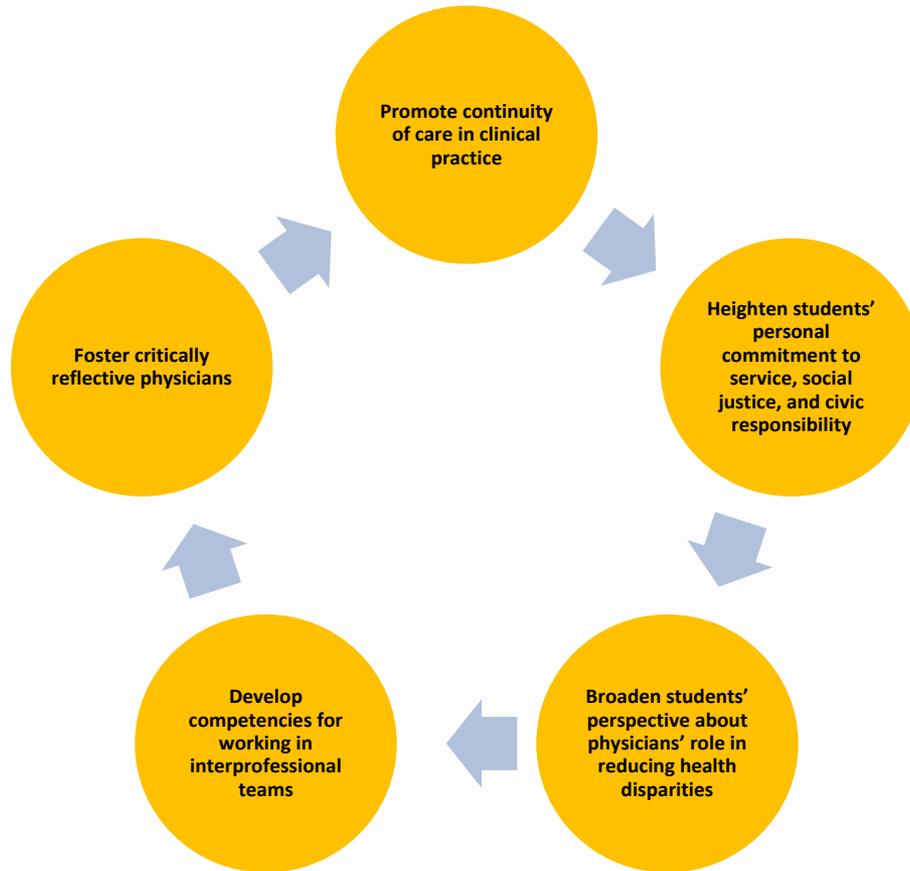
CONFERENCE ON MEDICAL STUDENT EDUCATION



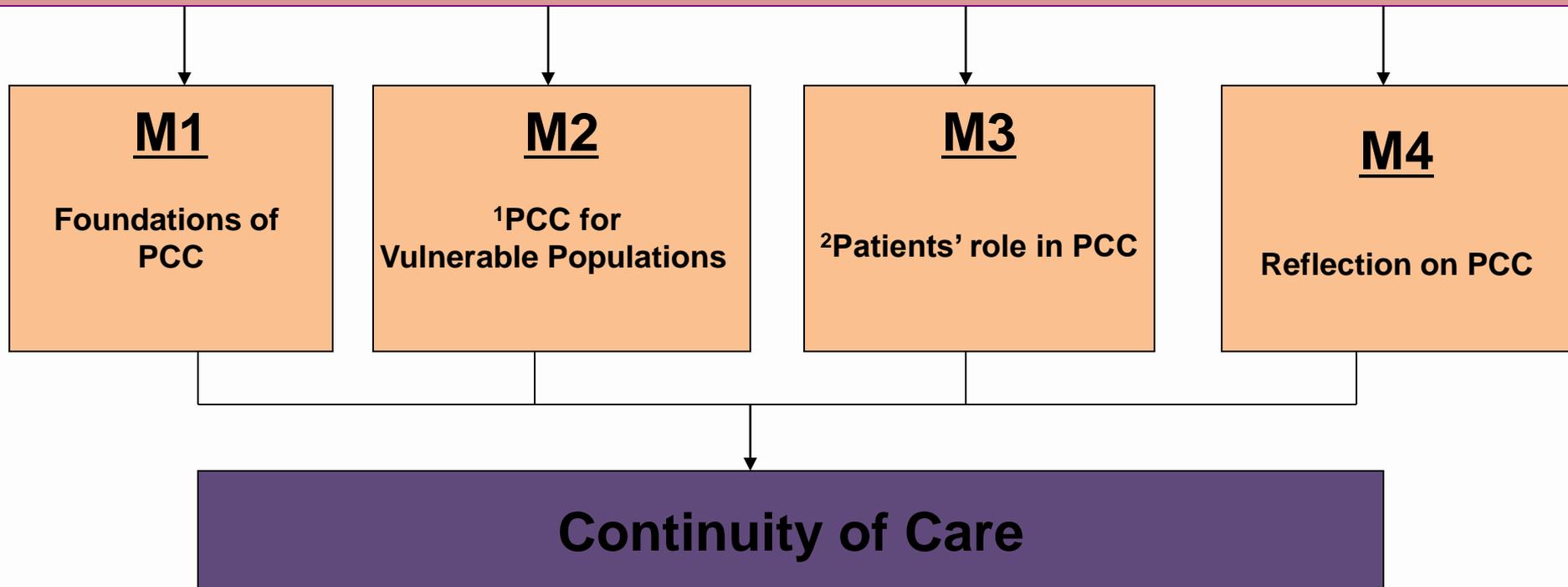
Background

- The PCM Scholars Program at UIC fosters the development of critically reflective future physician leaders and scholars who will embrace the concepts of patient advocacy, humanism, and compassion, and blend it with the art and science of medicine.
- http://chicago.medicine.uic.edu/UserFiles/Servers/Server_442934/File/UIC%20Family%20Medicine/PCM%20Files/PCM%20Voices%20Volume%201.pdf

Scholarship of Community Engagement



Patient-centered Medicine Scholars Program



¹HIV/AIDS, Homelessness, Domestic Violence, Immigrant & Refugee Health, Geriatrics
² Special topics in PCM – Focus on Empowering Patients

Geriatric Concentration - Goals

Enable learners to...

- Appreciate that geriatric patients are part of a vulnerable group with their own unique set of obstacles and challenges to obtaining quality health care.
- Appreciate that “mature” patients can teach students a lot and that elderly individuals can offer a lot to society.

Objectives

Enable learners to acquire competencies in...

- Establishing trust and rapport with a geriatric patient (client) and for each client.
 - Obtaining a complete history
 - Developing a list of priority health concerns
 - Developing a collaborative management plan with defined goals and objectives
- Gaining comfort/competency in discussing issues related to death with patients and their families.

Learning Activities

Education in Action

- Experiential learning
- Interactive didactic supplement
- Reflection
- Application

Learning Modalities – Meetings with Clients

- After each meeting with client students discuss with their faculty leader and site director about their..
 - Thoughts
 - Reflections
 - Frustrations
 - Future visit plans

Learning Modalities – Concentration Meetings

- Concentration meetings occur every 4 – 6 weeks.
- First part – students talk with faculty and other students about their client meetings.
- Second part – specific interactive didactic component

Concentration Meetings – Didactic Component

- Read “The Hidden Poor: Care of the Elderly” – discussed information that surprised them.
- Read “The Geriatric Assessment” in *American Family Physician*.
- Students read a book or see a movie about geriatric topic- first year saw “Young at Heart”
- Read “Care of the Dying Patient” – discussed how to talk with patients and families about death, hospice, Durable Power of Attorney, DNR.
- Wrap up/preparation session SLP Showcase

M-4 Component

- 2 M-4 students per year
- Peer education model
 - Help guide M-2's
 - Develop a project
 - Year 1 – clients participated in memory exercises to help stimulate their minds.
 - Year 2 – Music therapy to aid clients with cognition
(“A Blast from the Past”)

Showcase Presentation – summary of client's life

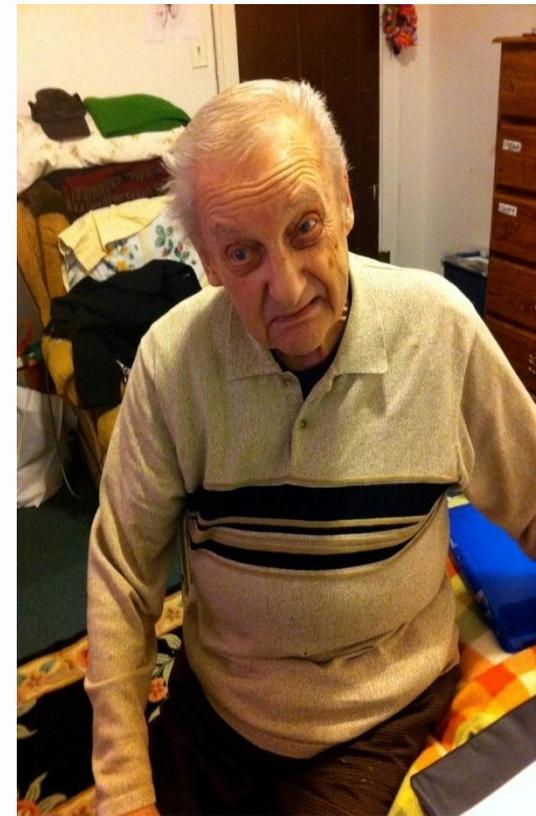
Born in Yugoslavia. Moved to Argentina at age 2 and stayed
for the next 40 years of my life. Spanish
is the only language I know.

I was a chef at a five star restaurant.

I worked in the television
industry when it first started.

I invented a muffler that I
thought would be
revolutionary. Wasn't
able to get it on the market
but it was a fun experience.

Alex, 91 years young



SLP Showcase Presentation

A memorable quote from client

“I want to get married again. I expect to find one more wife. I am keeping my eyes peeled.”

Ernie, 73 years young

Showcase Presentation

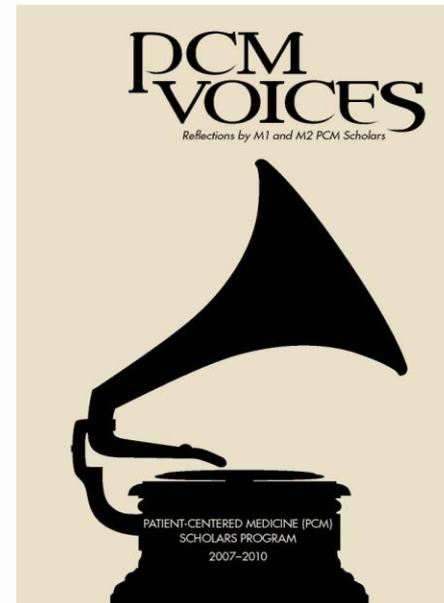
Advice for young physicians:

“I’m not a child so doctors and nurses shouldn’t treat me like one. Don’t talk to patients like they’re little kids. Don’t try and tell me what I can and can’t do.”

Shirley, 74 years young

Reflection - PCM Voices

- Creative form for students to integrate the art and science of medicine.
- Allows students to reflect, write, and share about their experiences.



Lessons Learned

- Students discuss/meet with site directors after each client visit.
- “Client specific action plan”
- All students see clients same ½ day
- One M-4 student assigned per house
- Created history form for M-2 use
 - “Areas of concern”
 - “Goals/How to Attain Goals”

Keys to Success in Starting Program at Your Institution

- **Pick passionate faculty & students**
- **Choose a committed community partner**
 - Need organized site directors (coordinators) interested in the program.
 - Need to select appropriate clients

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