# Geriatric Training Curriculum (GTC):
# Lectures for Clinicians, Teaching Opportunities for Fellows
# 2010

## Program Developers

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# GTC Project Information

## Introduction

The Geriatric Training Curriculum (GTC) was designed to address the educational needs of providers of an underserved clinic, while at the same time providing opportunities for fellows to develop their geriatric knowledge and presentation skills.  This program was revised several times; however, the information included represents the 2009-2010 curriculum.  Key documents that were part of geriatric training program are included in this curriculum.

Excerpts from the NGEC grant application

## Activity 3.1:  Continuing Education

In an effort to address the needs of their older patients, a clinic identified topics as important educational needs.  Clinicians targeted for the proposed training include:  physicians, dentists, dental hygienists, physicians assistants, nurse practitioners, and social worker.

The NGEC will organize interdisciplinary geriatrics training sessions for the providers.  These trainings would occur every other month.  Providers will also be invited to participate in other NGEC training activities.

NGEC will partner with the geriatrics fellowship program to develop the curriculum, to deliver the trainings, and to assist with identification of practitioner behavior change that may have a positive impact on patient care.  Upon completion of the trainings, participants will be able to: (1) Discuss important geriatric issues related to the diagnosis and care of older patients, (2) Explain the value of other interdisciplinary team members and their importance in managing geriatric patients and developing a plan of care, (3) Review treatment and referral options for older patients, caregivers and family, and (4) Improve patient outcomes through the implementation of geriatric principles.

Expected outcomes include:
1. Training Offered:  Topics and number of training hours
2. Providers Trained:  Number and disciplines
3. Patient Encounters:  Number of patient encounters
4. Patient Outcomes:  Number of patients impacted by trainings

# GTC Evaluation Plan

The purpose of evaluation for the GTC is to assure that lectures are based on needs, well received, and useful.  The overall evaluation has three components:

1.  Standard Evaluation:  Standard GEC program evaluation, which consists of a one or two page form on which speaker quality and degree of achieving objectives are noted.  In addition, key questions pursue whether the participant plans to use the material learned during the session in their work.  By asking participants to estimate the number of older adults that they provide care for and assess how many of their patients they feel will benefit from the knowledge that was gained from the program, we are able to estimate the potential number of people who may experience improvement in care because their provider attended the program.  This form is also a useful vehicle for generating comments and suggestions ranging from logistics, to speakers, to future program topics. (Refer to Sample Standard Evaluation Form)

2.  Post Test Study:  Because the program is always provided in the same venue, we decided to conduct a small study.  The study seeks to learn if attendees remember/recall key points from the presentation.  A pre-test is completed prior to the program, speakers are "primed" to discuss the material contained in the pre test, and two weeks after the program all attendees receive a post test which they are asked to complete and send back.  We presume that if they are able to properly respond to the post test (even if they need to refer to program materials/handouts), that they will demonstrate "possession" of this important knowledge and therefore, application of knowledge/principles/techniques in patient care. (Refer to Sample Post Test)

3.  Fellows Support and Feedback:  The Geriatric Fellows receive support and guidance in planning and presenting their sessions.  Program staff provide verbal feedback on all powerpoint presentations, offer a dress rehearsal of the presentation and provide suggestions and support, and following the program provide verbal or written feedback.  Additionally, fellows receive a summary of standard evaluations from attendees.  In the future we plan to ask fellows about their experiences in receiving these evaluations. (Refer to:  Presentation Process, Tips for PPT Slides and Presentations and Presentation Feedback.)

# GTC Sample Standard Evaluation Form

| **Directions:** Please check the number (1 to 4) that best describes your agreement with the following statements: | **Strongly Agree (4)** | **Agree (3)** | **Disagree (2)** | **Strongly Disagree (1)** |
|---|---|---|---|---|
| 1. The overall program was a valuable learning experience. | | | | |
| 2. The stated objectives were achieved; I am able to: | | | | |
| A. | | | | |
| B. | | | | |
| | **Overall Teaching Effectiveness** | | | |
| 3. Evaluate the speaker(s), with 4 being excellent and 1 being poor. Please circle your response. | **Excellent** | **Good** | **Fair** | **Poor** |
| **Speaker Name** | 4 | 3 | 2 | 1 |

4. Was the material presented in a manner that was free from **commercial** bias?
   ___Yes            ___No, please comment:

5. Please describe at least one way you will integrate the content of today's program in your practice (check all that apply):

   ___ Educate patients/clients and their families/friends

   ___ Educate/train staff, students, healthcare professionals

   ___ Provide treatment/services in a new way

   ___ Informally share information with staff, students, healthcare professionals

   ___ Interact with patients differently

   ___ Expand/revise treatment guidelines/protocol for facility

   ___ Personal use

   ___Other, please specify other ways you may use the information

6. If you anticipate using the information from today's program for the purpose of improving patient care/outcomes, please estimate the number of patients who may receive benefit in the next year:
   Comments:

# GTC Sample Standard Evaluation Form - Continued

7. During the next year, do you anticipate using the information from today's program for the purpose of educating others (staff, patients, healthcare professionals, colleagues)?

_____Yes        _____No

If yes, please estimate the number and type of people you anticipate passing this information along to in the next year:

| Persons whom I will educate | Estimated number | Comments |
|---|---|---|
| Healthcare professionals (MD, PA, APN, RN, SW, etc.) | | |
| Healthcare support staff (e.g. medical assistants) | | |
| Students studying healthcare | | |
| Patients or their family members | | |
| Other (please specify | | |

8. Suggested topics for future programs (please be specific):



9. Other comments:

# GTC Sample Post-test

Using Opiates to Manage Pain in the Elderly

Please circle your answer(s):

1. Which of the following are preferred for treating nociceptive pain?
   a. tricyclic antidepressants
   b. antiarrhythmic agents
   c. morphine
   d. anticonvulsants
   e. benzodiazepines

2. _____ is (are) the recommended treatment for psychogenic pain.
   a. acetaminophen
   b. anticonvulsants
   c. short-acting opioids
   d. psychiatric interventions
   e. corticosteroids

3. Physiological changes with aging affect all of the following pharmacodynamic and pharmacokinetic properties except _____.
   a. extent of absorption
   b. transit time
   c. glomerular filtration rate
   d. distribution
   e. onset of action

4. All of the following except _____ are necessary before starting any opiate medication.
   a. documented physical examination
   b. written treatment plan
   c. informed consent from the patient
   d. informed consent from the family
   e. written affidavit from the patient to keep medications in a secure location

5.  If initial therapy does not relieve a patient's moderate pain of nociceptive origin, _____ would be the next step in the treatment plan.
    a.  a sustained-release opiate
    b.  a sustained-release opiate with acetaminophen
    c.  a short-acting opiate with acetaminophen
    d.  a short-acting opiate
    e.  a short-acting opiate plus an adjuvant drug

6.  Please describe any changes that you will make in patient care based on the information you obtained at this training.

_____ **I will** participate in the 2009 NGEC Provider Education and Behavior Change study, and I understand that you will use my test data.

_____ **I do not wish** to participate in the 2009 NGEC Provider Education and Behavior Change study.

For Office Use Only:

Test #_____

# GTC Presentation Process

1.  Diane Chau, MD, fellow advisor, Patty Charles, DrPH, evaluator, and Patti Swager, M.Ed., director, worked with the clinic to identify topics and to schedule dates for presentations.

2.  Advisor communicated with the fellows to discuss assignments of topic(s) and date(s).

3.  The fellow was asked to submit to the NGEC an outline and objectives for the topic six weeks prior to date of presentation. Fellows were asked to Google "Bloom's Taxonomy" to review suggested verbs related to the type of learning.

4.  At least two weeks prior to presentation, the geriatric fellow was asked to submit an electronic copy of PowerPoint slides, handouts, and 3-5 test questions with answers to the NGEC. After these were finalized (at least one week prior), fellows were asked to submit the final version to the NGEC so the PPT slides and handouts could be included in the presentation packets for participants. Tips for preparing slides and visuals were attached.

5.  The fellow worked with the NGEC Director to schedule a preliminary presentation to be delivered to a small committee from the NGEC. This was completed approximately one to two weeks prior to the scheduled professional presentation. The purpose of this presentation was for the fellow to practice delivering the talk and to receive feedback about presentation style, format of the slides, and the usefulness of materials.

6.  As the presentations were part of a longitudinal evaluation process, all presentations were structured in the following way:
    -   Fellows introduced themselves and interest in the topic
    -   Discussed the objectives for the presentation (told the group what would be discussed, 3 to 5 objectives of the presentation)
    -   Time was given for the pre-test on the topic. These were the 3 to 5 questions that the fellow provided to the NGEC prior to the presentation. The pre-test was included in the handout materials. The pre-test was for reference only. About 3 to 5 minutes of quiet time was allowed for each attendee to complete the test. This served a dual purpose of engaging the audience and providing questions for teaching.
    -   Fellows delivered the presentation and assured that during the presentation, the 3 to 5 questions posed in the pre-test were answered and that the rationale for the answer was discussed.
    -   Two to four weeks after the presentation, the NGEC gave a post-test to the providers in the audience to investigate their retention of the material.

7.  Immediately after the presentation, written and/or verbal feedback was provided to the fellow. Participants were asked to complete an evaluation summary after each presentation. Fellows and their advisor were provided with a summary of the evaluations and comments from participants.

# TIPS for PPT Slides and Presentations

1. Font Size = 24 point (18 point minimum, adjust the default to accommodate the larger font size when preparing subtitles/bullets)

2. Font Style = Arial (or other sans serif font) for the primary text in the slide. It is okay to use Times Roman (or other serif fonts) for the titles.

3. Number of Lines Per Slide = 7 or fewer is best (Make two slides if necessary.)

4. Slide Background = Basic and Significant Contrast (For example: dark blue background with white letters, or white background with black letters.). While some slide backgrounds are fine, be careful of the ones that have limited color contrast or a busy background.

5. When using a chart or graph that will result in the participants having difficulty reading the slide, you have several options: (1) ask that the slide be printed as a full page handout, (2) provide an original of the information to be reproduced as a handout, or (3) just have the reference on the slide and key points. Regardless of the option you choose, be sure to discuss the significance of the study.

6. Use the slides for key points or an outline only. Limit full text/sentences. Use the slide information as a guide only and then you present additional information, personal examples, etc. that enhance or elaborate on the PPT slide.

7. Include a list of references either as a separate handout or as part of your slides. If you choose to include the references in your slides, remember to follow rule #3 (7 or fewer lines of text per slide).

8. Remember to talk to the audience, to speak clearly and to take your time.

9. Bring a copy of your PPT with you. You can use this as a reference, so you don't have to look at the screen; instead you can use your PPT copy as your notes and still look at the audience.

10. To engage the audience you might ask if they have any particular interest in the topic or any comments on the objectives (what will they be looking for?)

# GTC Presentation Feedback

Speaker:
Presentation:
Comments by:
Contact Information:

## DID VERY WELL ★

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## COULD DO MORE OF ↑

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## COULD DO LESS OF ↓

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## CONSIDER CHANGING ▲

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## Summary/Additional Information: