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412.648.8714

American Geriatrics Society Organ Block Case Series 2017-2018

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| <u>Course Dates 2017:</u> | May 8 (Neurology) May 23 (Psychiatry) September 19 (Cardiology) October 10 (Renal/Electrolyte) October 31 (Pulmonary) November 28 (Digestion 1) December 12 (Digestion 2) January 30 (Endocrine) |
| 2018: | |
| <u>Maximum Students:</u> | no maximum |
| <u>Class Year:</u> | MS1 and MS2 |
| <u>Course Director:</u> | Rollin Wright, M.D., M.S. Division of Geriatric Medicine |
| <u>Contact Information:</u> | 3471 Fifth Avenue Kaufmann Medical Building, Suite 500 rmw27@pitt.edu 412-802-8615 (assistant Linda Eazor) |
| <u>AOC Coordinator:</u> Geriatrics Division | Beverly Brady bradyba@pitt.edu 412-692-2360 |
| <u>Course Sponsors:</u> | Geriatrics AOC and the Division of Geriatric Medicine |
| <u>Course Funder:</u> | John A. Hartford Foundation (covers lunches) |

Description:

This mini-elective is designed to help first and second year students acquire and synthesize clinical data by working through a realistic clinical case that teaches bread-and-butter geriatric principles. Scheduled in conjunction with the first and second year organ blocks, this interactive mini-elective highlights aspects of each core organ system that are unique to geriatric patients. It also teaches students how to consider functional needs and maximize the function and independence of the older patient in their clinical thinking and medical decision making. The case series represents one way to teach and draw students' attention to how disease presents differently and in a more complex fashion in the older adult. Overall, the mini-elective provides one of few opportunities to integrate geriatric care principles into the medical school's curriculum.

Each session will be led by Geriatrics faculty or a geriatric medicine fellow who will present a clinical case involving a geriatric patient with a disease process that represents the organ system the students are studying. It will highlight up to three key geriatric medicine pearls. Students will participate in an informal discussion that is structured similar to internal medicine residents' morning report. This type of case presentation illustrates for students how to think and problem-solve like a clinician where a chief complaint is presented and examined through a process of discovery practiced by students through history taking, exam interpretation and the development of the differential diagnosis. This elective builds on concepts learned through medical interviewing and physical examination courses in the first and second years. This method of working through cases better prepares students for clinical encounters in third year.

Second year students attending at least five out of the eight cases will receive a certificate of completion for the mini-elective at the end of second year. Second year students that attended the Neurology and Psychiatry case series in Spring

2017 will receive retroactive credit towards completion for the mini-elective. First year students are encouraged to attend cases in areas of interest to get a glimpse into future curriculum, but are not eligible for mini-elective credit. To receive credit, students must attend the session while in the corresponding organ system block in order to maximize learning. This case series has been directed by Dr. Wright for over 9 years and many students have utilized it to review upcoming exam material. The 2017-18 academic year will be the second year the case series is formally offered as a mini-elective.

Course Objectives:

By the end of the academic year, first and second year medical students will be able to:

1. Describe how aging leads to changes particular to each organ system.
2. Summarize how illness presents differently in older adults who present to a health care setting with acute illness and/or chronic comorbidity than in younger and middle-aged adults who have similar medical problem(s).
3. Identify and prevent threats to physical and cognitive function in the care of the older patient.

COURSE OUTLINE: AMERICAN GERIATRICS SOCIETY ORGAN BLOCK CASE SERIES

Course Director: Rollin Wright, M.D., M.S.
Division of Geriatric Medicine

Course Dates: **2017:** May 8 (Neurology)
 May 23 (Psychiatry)
 September 19 (Cardiology)
 October 10 (Renal/Electrolyte)
 October 31 (Pulmonary)
 November 28 (Digestion 1)
 December 12 (Digestion 2)
 2018: January 30 (Endocrine)

Course Location: Scaife Hall 4th floor lecture rooms

Session 1: May 8, 2017, 12p-1p
Neuroscience Part II

This case will highlight a neurological condition that occurs primarily in adults over 65. The geriatric pearls will focus on how the neurological condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the treatment of the neurological condition on the patient's cognitive and physical function.

Session 2: May 23, 2017, 12p-1p
Psychiatry

This case will highlight a common late-life psychiatric condition. The geriatric pearls will focus on how the late-life psychiatric condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the treatment of the late-life psychiatric condition on the patient's cognitive and physical function.

Session 3: September 19, 2017, 12p-1p
Cardiology

This case will highlight a cardiac condition that occurs primarily in adults over 65. The geriatric pearls will focus on how the cardiac condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the treatment of the cardiac condition on the patient's cognitive and physical function.

Session 4: October 10, 2017, 12p-1p
Renal/Electrolyte

This case will highlight a renal/electrolyte condition that occurs primarily in adults over 65. The geriatric pearls will focus on how the renal/electrolyte condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the renal/electrolyte condition on the patient's cognitive and physical function.

Session 5: October 31, 2017, 12p-1p

Pulmonology

This case will highlight a pulmonary condition that occurs primarily in adults over 65.

The geriatric pearls will focus on how the pulmonary condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the pulmonary condition on the patient's cognitive and physical function.

Session 6: November 28, 2017, 12p-1p

Digestion and Nutrition

This case will highlight a hollow-organ digestive condition that occurs primarily in adults over 65.

The geriatric pearls will focus on how the hollow-organ digestive condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the hollow-organ digestive condition on the patient's cognitive and physical function.

Session 7: December 12, 2017, 12p-1p

Digestion and Nutrition

This case will highlight a solid-organ digestive condition that occurs primarily in adults over 65.

The geriatric pearls will focus on how the solid-organ digestive condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the solid-organ digestive condition on the patient's cognitive and physical function.

Session 8: January 30, 2018, 12p-1p

Endocrine

This case will highlight an endocrine condition that occurs primarily in adults over 65.

The geriatric pearls will focus on how the endocrine condition typically impacts physical and cognitive performance and, potentially, independence in older people. Students will consider the patient's baseline function and engage in problem-solving to reduce the impact of the endocrine condition on the patient's cognitive and physical function.