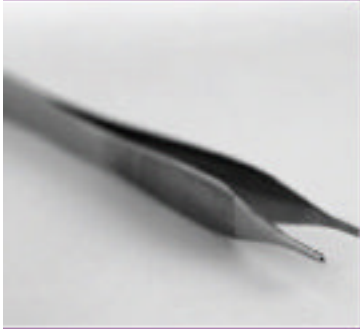


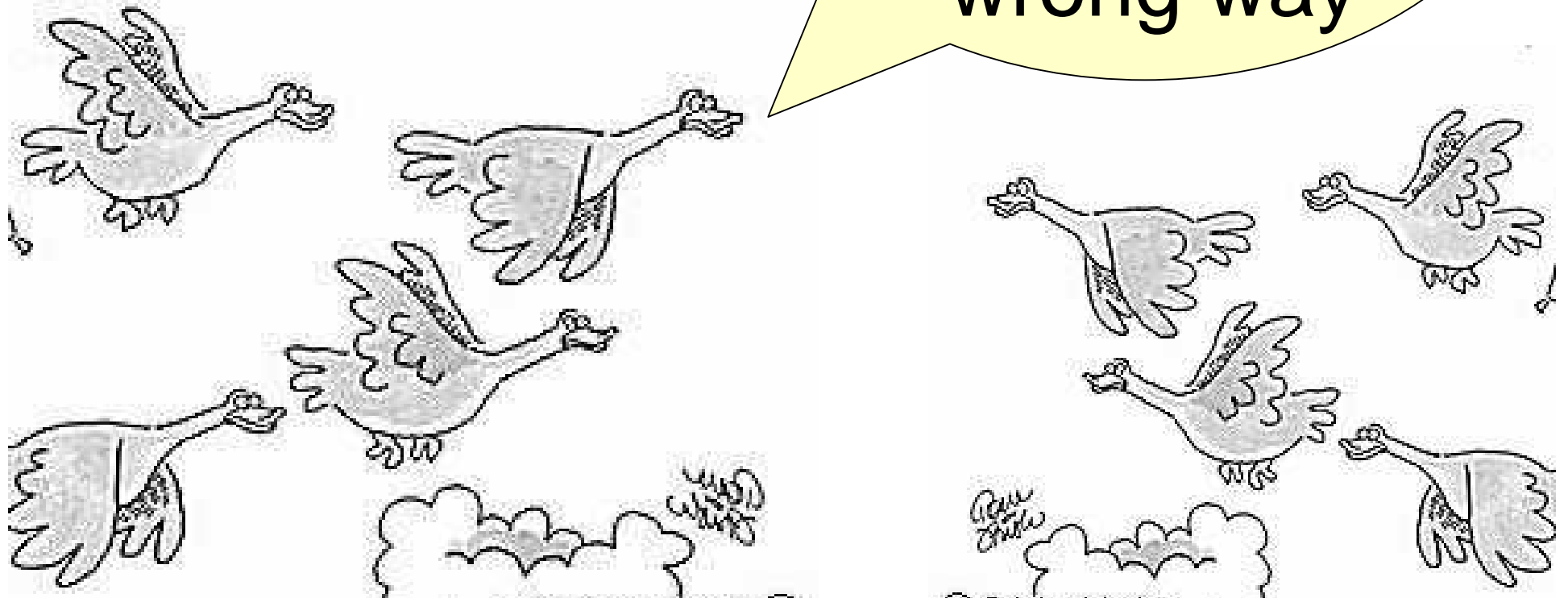
SYDNEY INSTITUTE OF GENERAL PRACTICE EDUCATION AND TRAINING



SCRIPT

SIGPET's Curriculum Roadmap for Independent and Practice-based Teaching

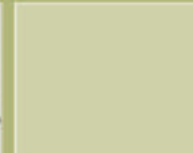
I hate to be a
wet blanket, but
one of us is
migrating the
wrong way



What did we want to do?



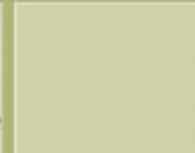
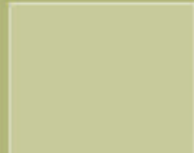
- To map the RACGP curriculum against SIGPET's educational program
- To provide a tool for benchmarking registrars, especially before the Basic term
- To expand supervisor vision of in-practice teaching and promote exchange of innovative teaching methods
- To provide a tool for pre-exam peer learning
- To scaffold learning plans for registrars
- To provide a framework for research
- To develop an educational profile of our cohort and region.



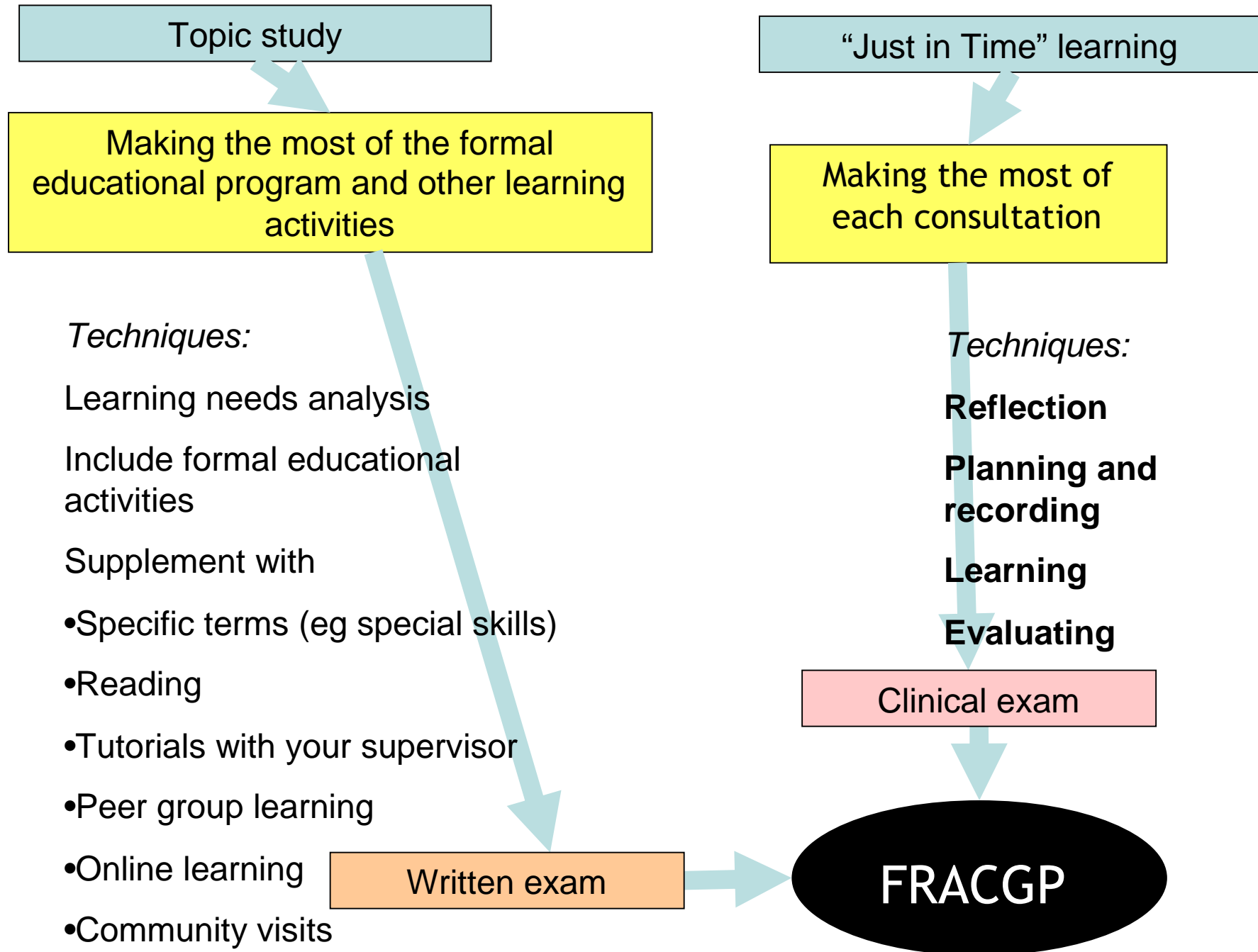
What did we NOT want to do?



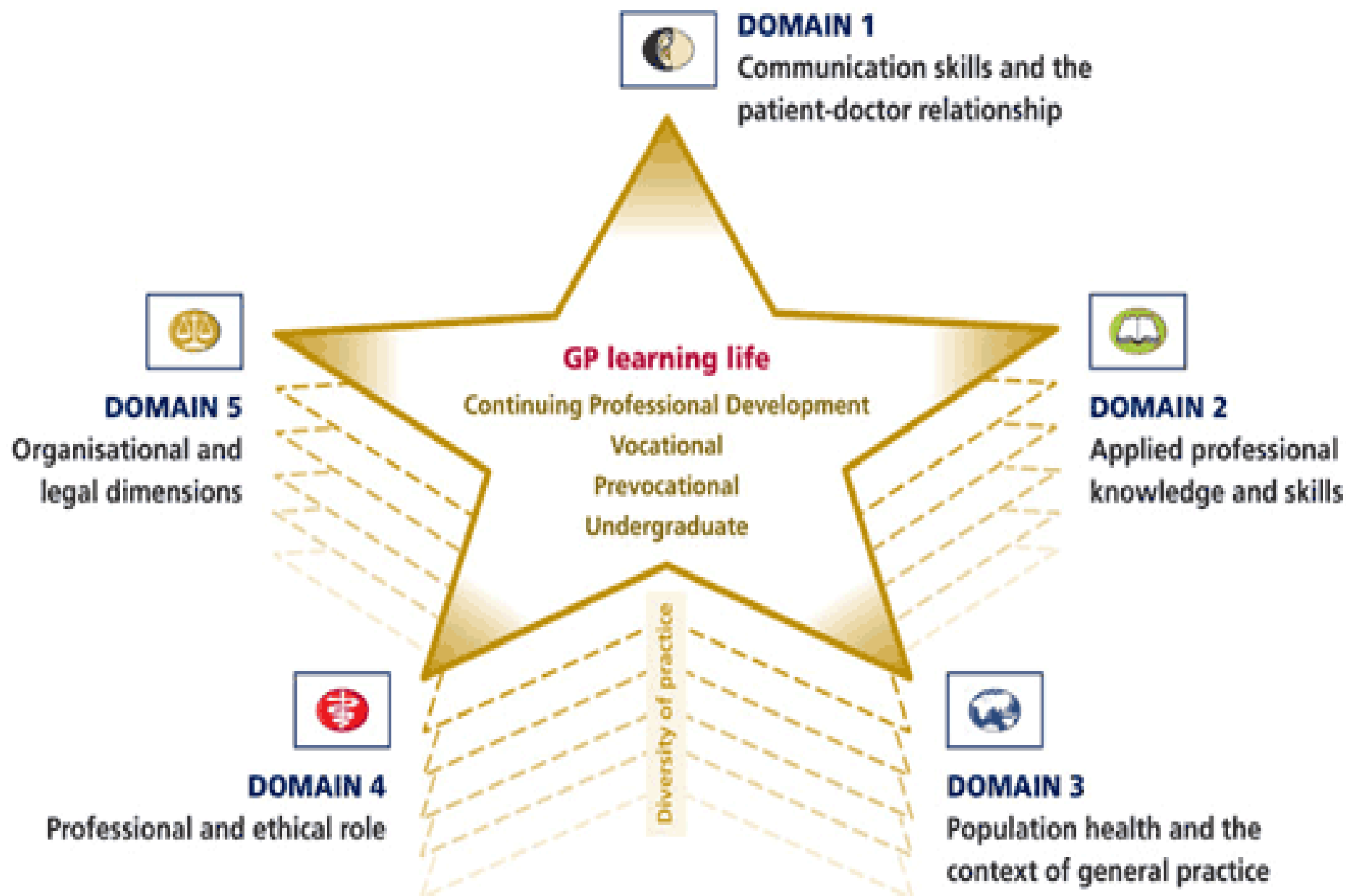
- Rewrite the curriculum materials
- Provide a comprehensive syllabus, detailing how and when each section should be taught and learned
- Provide a comprehensive reading list
- ...or to have a document that becomes irrelevant overnight.



Preparing for the Fellowship exam

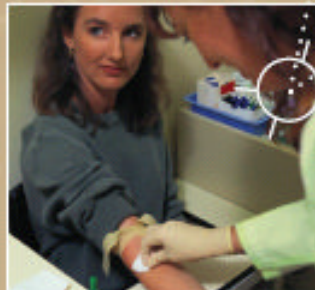


Star of general practice



SCRIPT

SIGPET's Curriculum Roadmap for Independent and Practice Based Teaching



Aged care

People and their populations

Aged care

From the RACGP curriculum statement at <http://www.racgp.org.au>

Why is Aged Care important in General Practice?

Incidence and prevalence

By the year 2010, 14% of the population will be over the age of 65 years.

Impact

Around 27% of general practice patient encounters are in adults aged 65 years and over, and general practitioners are seeing fewer children and an increasing proportion of older patients, particularly those aged 75 years or more.

The underlying pathologies among the elderly are the same as among the whole population, but at higher rates. However, there are specific issues in the diagnosis and management and the functional and social ability of elderly patients.

Role of the GP

Quality aged care in general practice requires:

- the ability to deal with and prioritise the numerous problems that the aged may present with
- feeling comfortable when working with the aged, their families, carers and friends, including those with sensory and cognitive deficits, or physical disability
- positive attitudes toward empowering elderly patients to take an active part in maintaining their health
- recognising the special issues (including discrimination) facing older people from diverse backgrounds, including issues of gender differences, ethnicity, poverty and issues of sexuality, including sexual preference.

Aged care

What should I know at the commencement of the Basic term?

When you start your Basic term, you should be able to:

Communication skills and the doctor patient relationship	Describe how consultation environmental factors such as privacy, background noise and location, can affect communication with the elderly.
	Describe how families and carers may affect patient communication.
	Explain and discuss investigations and therapies of common diseases of the elderly to the patient and his/her carers and family.
Applied professional knowledge and skills	Demonstrate how to take a history and examination in order to elicit common diseases that affect the aged, involving carers when appropriate.
	Investigate and refer appropriately for diseases affecting the aged.
	Describe how the biological process of aging affects the interpretation of investigations and the metabolism of drugs.
	Discuss the special issues of drug therapy in the aged, including changes in pharmacokinetics and the special risks of drug therapy including polypharmacy.
Population health and the context of general practice	Identify common medical and psychological conditions that affect older people.
	Outline the care issues resulting from age discrimination.
	Describe the stresses encountered by those who care for the aged.
Professional and ethical role	Identify how age discrimination impacts upon patient care and access to services.
	Discuss the sensitive treatment of older patients, including issues relating to patient autonomy.
	Describe legislation relating to power of attorney and advanced medical plans.
Organisational and legal dimensions	Describe effective discharge planning for the elderly, including planning for continuity of care.
	Describe the indications for and regulatory requirements of various levels of residential care.
	Describe the effect systems of care may have on the health of the elderly.
	Identify how age discrimination impacts upon patient care and access to services.

Aged care

What should I know when I sit the FRACGP exam?

When you sit your exam, you should be able to:

Communication skills and the doctor patient relationship	Use strategies that promote comfortable discussion with the aged (including patients with failing sight, hearing, and mental capacities).
Applied professional knowledge and skills	Demonstrate the comprehensive assessment and management of patients who present with aged care problems, including biological, psychological and social aspects.
	Identify how diseases may present differently in the aged compared to younger people (eg. dementia, congestive cardiac failure, Parkinson disease).
	Describe the problems of polypharmacy and the importance of systematic recording and review of medication.
	Describe the changes in normal ranges of laboratory values in older people.
	Manage distressing symptoms, whether or not there is demonstrable pathology (eg. confusion, falls, dizziness, isolation, constipation, decreased morbidity, leg ulcers and disease masquerades).
Population health and the context of general practice	Outline the relevance of aged care to general practice.
	Summarise the complexities of providing services and health care funding to the aged.
	Identify the stresses encountered by those who care for the aged.
	Describe strategies for addressing age discrimination in aged health care.
	Describe the appropriate use of community services and resources for the aged and their carers (eg. nursing homes, hostels, community resources, respite care).
Professional and ethical role	Evaluate specialist treatment recommended for aged patients by discussing the benefits and risks of suggested treatment, and ensure that patients are not denied useful treatment purely on the basis of age.
	Describe how to advocate for the elderly in accessing aged care and other resources.
	Discuss ethical issues related to the aged regarding autonomy, power of attorney, legal and medical plans, including guardianship board, principles of informed consent, and euthanasia.
	Discuss the physical, psychological and financial forms of elder abuse.

Aged care

How do I learn what I need to know?

SIGPET provides:

A **day release program** in March each year that covers:

- Aged care psychiatry
- Chronic and complex disease management in General Practice

May 3 day workshop

Related topics include

- Dermatology
- Ophthalmology
- Mental health
- Gastroenterology

October 3 day workshop

Related topics include:

- Macrovascular disease
- Osteoporosis
- Lifestyle: increasing physical activity

Other related activities (day releases)

- Oncology and palliative care
- Guardianship and consent

Aged care



WHAT

You should learn in practice

- How to communicate effectively with the elderly, especially those with cognitive and/or sensory deficits, and those of non-English speaking backgrounds. Make sure you observe a few experts in the field if you can (eg your supervisors, practice nurses or other experienced health professionals).
- How to undertake and bill a 75+ health assessment
- How to identify and manage common conditions in the elderly (eg Parkinson's disease, depression, dementia, COPD, CCF, Chronic renal failure). Perhaps start with your supervisor by creating a list of frequent conditions in this age group and "serious disorders not to be missed".
- How to manage patients for whom polypharmacy is a problem, and make sure you can organise and discuss the role of home medicines review
- How to organise effective health care for patients in an aged care facility at least once, and preferably on a continuing basis for some patients.

Aged care



WHAT

You should learn in practice

- What resources are available in your area for the aged (especially the frail aged)
- Meet as many members of the aged care multidisciplinary team as you can.
- Access resources and aids which assist the elderly (eg. visual and hearing aids, dosette boxes, mobility aids and home care services).
- How to use eligibility for pension forms, taxi concessions, certification of death and cremation and fitness to drive systems in general practice.

Aged care



How

Activities to do with your supervisor

Talk through the practicalities of mental health care assessments and other chronic care systems (eg Extended primary care item numbers, home medicines reviews etc) and use one in practice

Collect the files of aged care patients with significant polypharmacy discuss your approach

Use a community visit timeslot to visit your local aged care facility, ACAT team or allied health provider.

Find out about support groups for carers, particularly carers of palliative patients, or patients with dementia

Attend a divisional aged care activity in your area

Aged care



How

Activities to do with your supervisor

Do an audit of aged care patients using benzodiazepines or other hypnotics or psychoactive medication and discuss the role of this treatment

Observe your supervisor with an elderly patient, preferably a patient with significant cognitive or sensory deficits and discuss their strategy for managing this patient's health care needs

Role play the "elderly patient who needs a driving assessment" consultation

Find or create a resource list for your area

Aged care



How

You could extend your skills by

Doing a special skills term in geriatrics, palliative care or rehabilitation

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BRAIN



“No textbooks. I’m strictly Web-fed.”