

# Older Adult Medicine (OAM) in Transition to Residency (TTR)

## Full Implementation of Mandatory Rotation in 2024-2025

The growing aging demographic of Canadians makes it essential for clinical geriatric experiences to be mandated at the undergraduate level. The purpose of the undergraduate medical training is to prepare students to care for the population they are going to encounter in their practice.

The *Older Adult Medicine (OAM) rotation in Transition to Residency (TTR)* strives to provide students in their 4<sup>th</sup> year of medical training at Temerty Faculty of Medicine with an opportunity to further apply, and consolidate the knowledge, skills, and attitudes acquired in the Foundations curriculum. The goal of the rotation is for learners to achieve clinical competence in managing common clinical problems in older adult medicine. Learning will focus on specific geriatric syndromes seen in older adults.

### The rotation provides students with:

Hands-on experience with physician supervisors in different subspecialties (Geriatric Psychiatry, Internal Medicine-Geriatrics, Family Medicine-Care of the Elderly (COE), Geriatrics-Emergency Medicine) and a variety of Interprofessional health care providers in clinical settings where older adults are cared for, such as outpatient care, emergency departments, long-term care, home care, and inpatient hospital care. The learners will be assigned to a primary preceptor in one of the above subspecialties, but may also be exposed to an integrated experience, spending time with clinicians and their inter-professional teams who work in different sub-specialties across a variety of settings.

The clinical rotation is 2 weeks in duration during TTR, which will occur over 5 clinical blocks starting in January 2025. There are 3 types of rotation experiences supported by 3 Divisions; students will have the opportunity to rank their preferred rotation experience as one of 3 types of rotation experiences.

- 1) Geriatric Medicine (OAM-IM-Geri)
- 2) Family Medicine-Care of the Elderly (OAM-FM-COE)
- 3) Geriatric Psychiatry (OAM-Geri-Psych)

Learning experiences in Geriatrics-Emergency Medicine will be incorporated into some of the Family Medicine-COE rotation experiences.

Students will select their ranking with choices from only the OAM placement list on the TTR ranking catalogue in spring of the 3<sup>rd</sup> year of clerkship. The OAM placement list will include both academic and community placements across the Divisions. Each placement will provide a short description of their site to the [TTR Central Administrator](#) describing the types of learning experiences the student can anticipate, to aid in the students' ranking/selection process.

**Rotation Evaluation:** TTR learning evaluation forms, health equity assignment, TBD

### Goals of the OAM Rotation

1. The goal of the rotation is to provide an exposure to and opportunity for medical students to integrate and apply **foundational knowledge and skills** they have learned during their medical school in the care of older adults.
2. To inspire students to enjoy the care of older adults.

**Learning will focus on** specific geriatric syndromes seen in older adults, including frailty, falls, and cognitive, mobility, and functional decline.

## What are the content learning outcomes we wish to achieve?

A conscious review and application of older adult medicine topics they have been exposed to:

- Geriatric Syndromes:
  - Frailty
  - Mobility Decline
  - Functional Decline
  - Optimal Prescribing
  - Falls
  - Mind: Delirium, Dementia, Depression
- Holistic approach, appreciating the social determinants of health in the older adult
- Aligning care plan with goals of care (“Matters Most”)
- Collaboration with interprofessional team, who to call for help
- What are the important considerations that you want the students to think about when they care for older adults in their future practice?
- What are some of the tools they can use to manage the “complexity” in caring for older adults?
- Ageism, hidden curriculum
- Empathy

## Roles and Responsibilities for:

### Primary OAM Preceptor

- Be familiar with the OAM rotation goals and outcomes
- Explore learner's personal learning goals
- Identify appropriate rotation activities that the learner can participate in to help achieve learning goals and outcomes
- Involve the learner in patient care
- Select appropriate patients
- Role model: professionalism, how to take care of older adults
- Communicate regularly with the medical student to discuss, review and provide feedback on patient assessments, plan and documentation

### OAM Site

- Site specific onboarding/orientation/EMR
  - Suggest dedicating half of first day to orientation, EMR, introduction to teams and types of patients the student will expect to see, how to reach their primary preceptor and the admin support
  - Show students where to hang their coat, leave their bag, and eat their lunch
- Coordinating the schedules/clinical experiences and contacting the student
  - The TTR/OAM match results are released in the fall of each academic year, which leaves plenty of time to start planning the placements well ahead of time, and we encourage reaching out to the students matched to your site to ask if they have specific learning objectives, etc
  - Each site has the flexibility to organize this how best works for their placement

### Learner

- Student will evaluate the preceptor on LACT form

## When to Contact Faculty Leadership for the OAM Rotation:

Contact [Central Administration](#) and Course Director of TTR, [Dr. Kien Dang](#), as early as possible for any of the following issues that may come up:

- Student requests for planned absences
- Performance concerns that include professionalism or risk of not meeting expectations (overall performance)/student in difficulty
- Adverse events affecting students (assault, injury, etc.)

Contact Faculty Clerkship Lead in OAM, [Dr. Michelle Hart](#), for any issues that come up with OAM rotation.

The official [Learning Outcomes](#) are now available.