Year 3 Clerkship
Older Adult Medicine – Integration Block (OAM-IB)

Purpose of this Primer

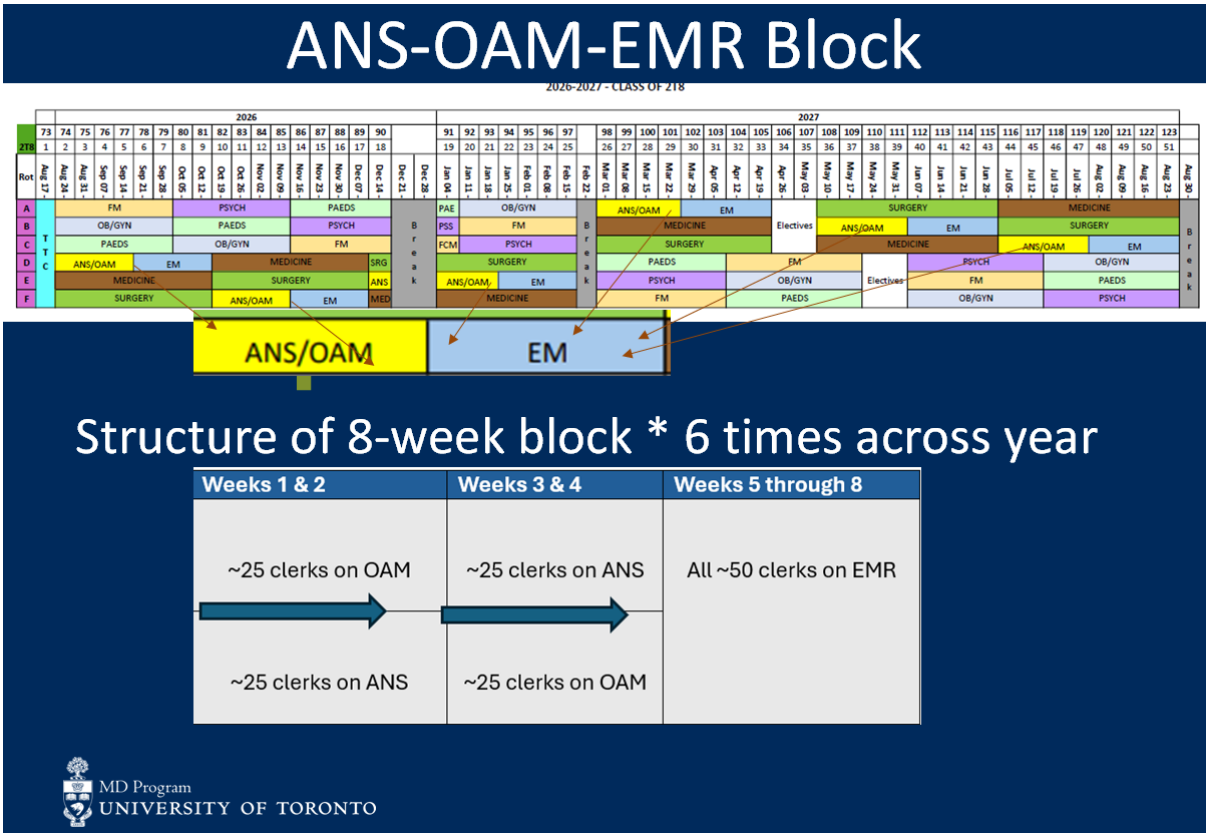
This primer provides faculty supervisors with a concise overview of the OAM Integration Block (OAM-IB) in Year 3 clerkship, including its goals, structure, expectations, and faculty roles. It is designed to support high-quality, consistent clinical teaching across sites.

1. Overview of the OAM-IB

The Older Adult Medicine – Integration Block is a mandatory 2-week clinical experience embedded within Year 3 clerkship, replacing the previous Year 4 Transition to Residency (TTR) OAM rotation.

- Delivered across 12 clinical blocks throughout the academic year
- Each block includes approximately ~25 students
- Transition year: 2026–2027 (Year 3 and Year 4 overlap)
- Full implementation: 2027–2028 (Year 3 only)

Clinical placements include both academic and community-based sites. Clinical settings include acute care, post-acute care, chronic care, long-term care, consult services, outpatient clinics, day treatment programs, and home visiting teams. Primary preceptors include teaching faculty in Internal Medicine-Geriatrics, Family Medicine – Care of the Elderly (COE), and Geriatric Psychiatry.



Developed by: Dr. Michelle Hart

2. Educational Rationale and Goals for the OAM Rotation

The shift to Year 3 addresses the growing aging population and the need for earlier clinical exposure to geriatric care. Key goals include:

- Building foundational geriatric competencies early
- Providing medical students with the opportunity to integrate and apply foundational knowledge and skills they have learned during their medical school in the care of older adults.
- Promoting holistic, patient-centered care, appreciating the social determinants of health in older adults
- Enhancing recognition of geriatric syndromes such as falls, delirium, frailty, mobility decline, functional decline, and cognitive decline.
- Reducing age bias through direct patient interaction and addressing ageism within the curriculum
- Encouraging career exploration in Older Adult Medicine
- Strengthening interdisciplinary collaboration
- Aligning care plans with goals of care ("Matters Most")
- Developing an approach and utilizing tools to manage the "complexity" in caring for older adults
- Inspiring students to enjoy caring for older adults
- Developing empathy

3. Structure of the Clinical Experience

The OAM-IB rotation is a 2-week full-time clinical experience focused on older adults. It is a clinical placement rather than a formal course and carries no summative grading weight. Students will:

- Participate in direct clinical care of older adults
- Complete mandatory OAM e-learning modules and attend a mandatory 2-hr seminar during their block rotation.
- Encounter OAM-related content across clerkship assessments
- Complete an Integration Quiz on important topics in Older Adult Medicine during the rotation

Learning objectives are unchanged from the previous Year 4 OAM curriculum and include comprehensive geriatric assessment, polypharmacy management, functional and cognitive assessment, and so on.

4. Structure of the Clinical Experience

Assessment is formative and completion-based. Faculty must complete the following assessments for the students:

- Clinical performance assessments – for a sample form, please click here.
- Professionalism assessments – for additional information and a sample form please click here.

There is no Mastery Exercise for this rotation. Faculty are expected to provide timely, constructive feedback and complete standard assessment forms. Teacher evaluations will be completed by students using the standard Learner Assessment of the Clinical Teacher (LACT forms). For additional resources for teaching in the clinical setting, click here.

Core rotations during 3rd year, including Family Medicine, Psychiatry, Emergency Medicine, Internal Medicine, and General Surgery all have incorporated questions in their Mastery Exercises on Older Adult Medicine based on the OAM e-modules that are mandatory/integrated into each of these rotations.

5. Expectations for Faculty Supervisors

Faculty play a key role in experiential learning. Teaching should emphasize patient-centered care, complexity, and interdisciplinary approaches. Key teaching priorities:

- Functional, cognitive, and social assessment
- Medication review and deprescribing
- Recognition of frailty and geriatric syndromes
- Team-based care
- Share your approach to managing complexity in older adults

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

Suggested strategies include bedside teaching, case discussions, direct observation, and guided reflection.
Caring for older adults can be complex and overwhelming – show them your approach to managing complexity in older adults. *Most importantly – we want the learners to enjoy their learning experience in taking care of older adults!*

OAM Site Roles and Responsibilities

- 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
- Each site has the flexibility to organize the schedule how best works for their placement

6. Implementation Considerations

During the 2026–2027 transition year, both Year 3 and Year 4 learners will participate, with some overlap periods. See the overlap periods below.

Dec14, 2026- Jan 8, 2027	Mar 1-12, 2027	Mar 15-26, 2027
OAM y3	OAM y3	OAM yr3
TTR overlap Jan 4 -16	TTR	TTR

From 2027–2028 onward, OAM-IB will be delivered exclusively in Year 3, while Year 4 OAM in TTR becomes optional. Sites and preceptors can continue to offer electives in Older Adult Medicine.

7. Teacher Evaluation

Students will evaluate the preceptor on the LACT form – for a sample form, please click here.

8. When to Contact Faculty Leadership for the OAM Rotation

Contact Central Administration 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 OAM Faculty Lead, Clerkship Dr. Michelle Hart for any issues that come up with the OAM rotation.

9. Key Takeaways

- OAM-IB is a mandatory Year 3 clinical experience
- Focuses on early, immersive training in Older Adult Medicine
- Emphasizes formative assessment and experiential learning
- Faculty mentorship and feedback are critical to success

This initiative supports improved care for older adults and prepares students for clinical practice in an aging population.