AAMC GERIATRIC COMPETENCIES
for Medical Students

The graduating medical student, in the context of a specific older adult patient scenario (real or simulated), must be able to:

Selected Competency-Matched Educational Products on Portal of Geriatric Online Education (www.POGOe.org)

MEDICATION MANAGEMENT

#	Competency	Educational Products (MEDICATION MANAGEMENT)
1	Explain impact of age-related changes on drug selection and dose based on knowledge of age-related changes in renal and hepatic function, body composition, and Central Nervous System sensitivity.	❖ A Pocket Card on Approach to Older Patients and Common Drug Side Effects (Tutorial) ❖ Medication Use in the Elderly Patient (Lecture Presentation) ❖ GeriaSims: Polypharmacy in Older Adults (Virtual Patient) ❖ CHAMP (Curriculum for the Hospitalized Aging Medical Patient): Drugs and Aging (Faculty Development Materials/Lecture Presentation)
2	Identify medications, including anticholinergic, psychoactive, anticoagulant, analgesic, hypoglycemic, and cardiovascular drugs that should be avoided or used with caution in older adults and explain the potential problems associated with each.	
3	Document a patient's complete medication list, including prescribed, herbal and over-the-counter medications, and for each medication provide the dose, frequency, indication, benefit, side effects, and an assessment of adherence.	

COGNITIVE AND BEHAVIORAL DISORDERS

#	Competency	Educational Products (COGNITIVE AND BEHAVIORAL DISORDERS)
4	Define and distinguish among the clinical presentations of delirium, dementia, and depression.	❖ Case of William Harris (Standardized Patient Case) ❖ The "Three D's" of Cognitive Impairment: An Interactive Card-Sorting Exercise (Exercise) ❖ Depression (Lab Guide/ Tutorial) ❖ Delirious: You or the Patient? (Lecture Presentation/ Tutorial) ❖ CHAMP (Curriculum for the Hospitalized Aging Medical Patient): Dementia (Exercise/ Faculty Development Materials/ Lecture Presentation/ PBL Materials)
5	Formulate a differential diagnosis and implement initial evaluation in a patient who exhibits dementia, delirium, or depression.	
6	In an older patient with delirium, urgently initiate a diagnostic work-up to determine the root cause (etiology).	
7	Perform and interpret a cognitive assessment in older patients for whom there are concerns regarding memory or function.	
8	Develop an evaluation and non-pharmacologic management plan for agitated demented or delirious patients.	

SELF-CARE CAPACITY

#	Competency	Educational Products (SELF-CARE CAPACITY)
9	Assess and describe baseline and current functional abilities (instrumental activities of daily living, activities of daily living, and special senses) in an older patient by collecting historical data from multiple sources and performing a confirmatory physical examination.	❖ Functional Assessment in the Older Adult (Simulation/ Standardized Patient Case) ❖ GeriaSims: Functional Assessment of the Elderly Patient (Virtual Patient) ❖ Aging from the Outside In (Exercise)
10	Develop a preliminary management plan for patients presenting with functional deficits, including adaptive interventions and involvement of interdisciplinary team members from appropriate disciplines, such as social work, nursing, rehabilitation, nutrition, and pharmacy.	
11	Identify and assess safety risks in the home environment, and make recommendations to mitigate these.	

FALLS, BALANCE, GAIT DISORDERS

#	Competency	Educational Products (FALLS, BALANCE, GAIT DISORDERS)
12	Ask all patients > 65 y.o., or their caregivers, about falls in the last year, watch the patient rise from a chair and walk (or transfer), then record and interpret the findings.	❖ Falls + Balance Problems in the Elderly: Assessment + Management in Primary Care (Faculty Development Materials/ PBL Materials/ Simulation/ Tutorial) ❖ Exercise Programs for the Prevention and Treatment of Falls (Lecture Presentation) ❖ Interactive Gait and Balance Assessment (Tutorial) ❖ The Stealth Geriatrician: How to find out what you need to know from your patients (Lecture Presentation)
13	In a patient who has fallen, construct a differential diagnosis and evaluation plan that addresses the multiple etiologies identified by history, physical examination and functional assessment.	

HEALTH CARE PLANNING AND PROMOTION

#	Competency	Educational Products (HEALTH CARE PLANNING AND PROMOTION)
14	Define and differentiate among types of code status, health care proxies, and advanced directives in the state where one is training.	❖ Advance Directives (Exercise/ Lecture Presentation) ❖ DNR Orders and Advance Directives: Integrating Medicine, Law, and Ethics (Lecture Presentation) ❖ Geriatric Virtual Patient Teaching CDs (Virtual Patient) ❖ Advance Care Planning Card-Sort (Exercise)
15	Accurately identify clinical situations where life expectancy, functional status, patient preference or goals of care should override standard recommendations for screening tests in older adults.	
16	Accurately identify clinical situations where life expectancy, functional status, patient preference or goals of care should override standard recommendations for treatment in older adults.	

ATYPICAL PRESENTATION OF DISEASE

#	Competency	Educational Products (ATYPICAL PRESENTATION OF DISEASE)
17	Identify at least 3 physiologic changes of aging for each organ system and their impact on the patient, including their contribution to homeostenosis (the age-related narrowing of homeostatic reserve mechanisms).	❖ Urinary Incontinence in the Elderly (Virtual Patient) ❖ Physiologic Aging (Exercise/ Tutorial) ❖ Emergency Care For The Elder With Abdominal Pain (Desktop Application/ Lecture Presentation/ PBL Materials/ Tutorial)
18	Generate a differential diagnosis based on recognition of the unique presentations of common conditions in older adults, including acute coronary syndrome, dehydration, urinary tract infection, acute abdomen, and pneumonia.	

PALLIATIVE CARE

#	Competency	Educational Products (PALLIATIVE CARE)
19	Assess and provide initial management of pain and key non-pain symptoms based on patient's goals of care.	❖ GeriaSims: Palliative Care (Virtual Patient) ❖ Palliative Care (Exercise) ❖ Computer Based PBL Case: Pain Management (Computer Based PBL Case) ❖ CHAMP (Curriculum for the Hospitalized Aging Medical Patient): Palliative care and changing goals of care (Faculty Development Materials/Lecture Presentation)
20	Identify the psychological, social, and spiritual needs of patients with advanced illness and their family members, and link these identified needs with the appropriate interdisciplinary team members.	
21	Present palliative care (including hospice) as a positive, active treatment option for a patient with advanced disease.	

HOSPITAL CARE FOR ELDERS

#	Competency	Educational Products (HOSPITAL CARE FOR ELDERS)
22	Identify potential hazards of hospitalization for all older adult patients (including immobility, delirium, medication side effects, malnutrition, pressure ulcers, procedures, peri and post operative periods, and hospital acquired infections) and identify potential prevention strategies.	❖ Care of the Hip Fracture Patient (Lecture Presentation/ PBL Materials/ Tutorial) ❖ GeriaSims: Failure to Thrive (Virtual Patient) ❖ Pressure Ulcers (Exercise/ Lecture Presentation/ Tutorial) ❖ Hazards of Hospitalization (Lecture Presentation) ❖ CHAMP (Curriculum for the Hospitalized Aging Medical Patient): Deconditioning (Faculty Development Materials/Lecture Presentation)
23	Explain the risks, indications, alternatives, and contraindications for indwelling (Foley) catheter use in the older adult patient.	
24	Explain the risks, indications, alternatives, and contraindications for physical and pharmacological restraint use.	
25	Communicate the key components of a safe discharge plan (e.g., accurate medication list, plan for follow-up), including comparing/contrasting potential sites for discharge.	
26	Conduct a surveillance examination of areas of the skin at high risk for pressure ulcers and describe existing ulcers.	