

# Undergraduate Gerontology DCE™ Learning Objectives

Learning Objectives	Learning Activities	Pain	Mobility	Infection	Cognition	End of Life
Describe the major physiological, psychological, emotional and sociological changes experienced by healthy older adults	<ul style="list-style-type: none"> <li>• Complete a patient interview to collect relevant subjective data</li> <li>• Completed a focused physical assessment to collect relevant objective data</li> <li>• Document in the EHR accurately, using professional terminology</li> <li>• Educate and Empathize with the patient to engage in therapeutic communication</li> <li>• Complete an SBAR hand-off that reflects clinical decision making skills</li> </ul>	✓	✓	✓	✓	✓
Identify major health deviations and “geriatric syndromes” for which older adults may be at risk, including appropriate assessment strategies	<ul style="list-style-type: none"> <li>• Assess ADLs, IADLs, prevalent problems such as SPICES, gait and balance, fall risk, and frailty through interview and physical assessment</li> <li>• Use therapeutic communication techniques to educate and express empathy regarding patient concerns or deficits</li> <li>• Administer evidence-based screenings for cognitive impairment and depression</li> </ul>	✓	✓	✓	✓	✓
Demonstrate use of evidence-based screenings and assessment techniques for the older adult patient	<ul style="list-style-type: none"> <li>• Administer a brief screening for cognitive impairment</li> <li>• Administer the PHQ-2 as an initial screening for depression as recommended by USPSTF and others</li> <li>• Incorporate results into recommendations for additional assessment in an SBAR hand-off</li> </ul>	✓	✓	✓ Patricia presents with confusion but does not exhibit cognitive impairment	✓ Esther presents with memory issues and exhibits cognitive impairment	✓
Apply principles of medication management to the care of the older adult patient	<ul style="list-style-type: none"> <li>• Perform medication reconciliation to uncover issues with regimen adherence and polypharmacy</li> <li>• Review home and ordered medications for those inappropriate for older adults (Beers list)</li> <li>• Educate the patient regarding discovered medication issues and strategies for adherence</li> <li>• Synthesize an approach to address medication management issues in an SBAR hand-off</li> </ul>	✓	✓	✓	✓	✓
Apply therapeutic communication techniques to the care of older adults	<ul style="list-style-type: none"> <li>• Educate the patient in areas of low health literacy and about available resources for care</li> <li>• Use empathetic, nonjudgmental communication to establish rapport</li> </ul>	✓	✓	✓	✓	✓
Analyze the needs of older adults and their families for health care services and implications for health policy, financing, and service availability	<ul style="list-style-type: none"> <li>• Complete an SBAR hand-off that considers referrals such as targeted medical care of ancillary services (PT, nutrition, OT, social services)</li> </ul>	✓	✓	✓	✓	✓

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Analyze barriers for older adults in receiving, understanding, and giving of information	<ul style="list-style-type: none"> <li>Adapt interviewing approach when a patient's capacity to be a "good historian" is in question</li> <li>Incorporate information provided by a family member into clinical decision making</li> </ul>			✓	✓	✓
Analyze health care needs at the end of life, including symptom management and advocating for timely and appropriate palliative and hospice care	<ul style="list-style-type: none"> <li>Assess patient's readiness for palliative or hospice care during the patient interview</li> <li>Complete an SBAR hand-off recommending a transition to hospice care</li> </ul>					✓