

Checklist and direction for case evaluators

YEPSA

Geriatrics Case (ANNOTATIONS FOR USING THIS SCORE SHEET)

--Place Student Name Label Here--

Student Interview	Unsatisfactory	Marginal	Satisfactory
1. Greets patient----- (Binary grade- unsatisfactory if doesn't do or satisfactory if greets patient)	O	O	O
2. Introduces self and role----- (Binary grade- unsatisfactory if doesn't do or satisfactory if introduces self)	O	O	O
3. Asks about at least TWO basic Activities of Daily Living----- (Unsatisfact= no ADLs, Marginal= 1 ADL, Satisfactory=2 ADLs)	O	O	O
4. Asks about at least TWO Instrumental Activities of Daily Living (Unsat= no IADLs, Marginal= 1 IADL, Satisfactory=2 IADLs)	O	O	O
5. Asks about her cognitive function at baseline and the chronology of the recent changes----- (Binary grade- unsatisfactory if doesn't do or satisfactory if asks any history about cognitive changes)	O	O	O
6. Reviews impact of recent memory changes on her function---- (Binary grade- unsatisfactory if doesn't do or satisfactory if asks any questions that assess how the memory changes have impacted the patient's life)	O	O	O
7. Asks about <i>prescribed</i> medications----- (Binary grade- unsatisfactory if doesn't do or satisfactory if addresses the patient's new meds either by asking or reviewing the written med list and clarifying changes)	O	O	O
8. Asks about <i>over-the-counter</i> medications----- (Binary grade- unsatisfactory if doesn't do or satisfactory if asks)	O	O	O
9. Asks question(s) about home environment----- (Binary grade- unsatisfactory if doesn't do or satisfactory if asks anything about the patients home setting, home adaptations etc.)	O	O	O

Assessor questions (if items 10, 11, 12 are not discussed during the interview)

How might you explain the decline in Mrs. Jones' condition?

10. Potential causes of Mrs. Jones' decline (delirium, deconditioning, medication side effects, residual pain from fall, other reasonable-----)

O O O
O O O

(Unsatisfactory =no explanation given or clearly inappropriate answer; Marginal= possible answer but not one of the more likely answers as stated in parentheses above; Satisfactory= one reasonable answer)

What medications should be adjusted or stopped to improve Mrs. Jones' cognition and function status?

11. Student suggests to change or stop at least TWO of the following: Temazepam, Diphenhydramine (Tylenol PM), Clonidine, Meperidine, Digoxin, Oxybutinin-----

O O O

(Unsatisfactory= wrong med or no answer, Marginal= 1 "bad" med; Satisfactory= 2 "bad" meds)

What adaptations might improve a person's safety in the home and how would you arrange them?

12. Student recommends at least TWO of the following: Home care RN, aide, PT, OT, home safety evaluation, cane, walker, grab bars, raised toilet seat-----

O O O

(Unsatisfactory= no appropriate answer, Marginal= 1 appropriate answer; Satisfactory= 2 appropriate answers)

Overall Performance Scale

13. Fill in circle that corresponds with student's overall performance.

*Fail *Marginal Pass Excellent
O O O O

*Explanation of **Fail** or **Marginal** rating (fill in **all** items **that** apply):

- | | | | |
|----------------------------------|---|----------------------------------|---|
| a. Illogical sequencing----- | O | d. Excessive prompting----- | O |
| b. Deficient knowledge base----- | O | e. Professionalism deficits----- | O |
| c. Lacks ability to focus----- | O | f. Other: ----- | O |

Explain: Use back of sheet

For overall score, remember this is a competency exam to identify students with problems rather than an exam to stratify poor, fair, good or best students. The vast majority (probably 90-95% will pass, another 2-5% will be excellent and less than 5% may have a marginal or fail by prior years standards). If a student has consistent unsatisfactory scores on the above score sheet, consider a marginal or fail. If a student cannot sequence their ideas or possible solutions for the case- EVEN AFTER BEING GIVEN PROMPTS LIKE- "Is there anything more that could be going on?", "Is there any more information that you might like from the patient?" then a marginal or fail is appropriate. IF YOU FAIL SOMEONE, PLEASE GIVE ME DIRECTION ON WHAT AREAS WERE DIFFICULT FOR THE STUDENT AND ANY IDEAS YOU MIGHT HAVE ON METHODS FOR REMEDIATION.

Overall Communication Scale

14. Fill in circle that corresponds with student's overall performance.

*Fail	*Marginal	Pass	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Explanation of **Fail** or **Marginal** rating (fill in **all** items **that apply**):

- | | | | |
|--|-----------------------|-------------------------------|-----------------------|
| a. Disrespectful of patient----- | <input type="radio"/> | d. Unclear communication----- | <input type="radio"/> |
| b. Poor rapport building ----- | <input type="radio"/> | e. Not empathetic----- | <input type="radio"/> |
| c. Ineffective use of open/closed ?'s----- | <input type="radio"/> | f. Other: ----- | <input type="radio"/> |

Explain: Use back of sheet

This category allows us to distinguish the student who may have acceptable knowledge-base but has very poor people skills or interviewing skills. The same comments as made in box 13 apply regarding the percentage of students who pass vs. marginal or fail.