Individual active learning module

**Geriatrician in the Practice Project**

**What is an active learning module?**

Active learning modules (ALMs) are a structured education activity directed to achieving demonstrable changes in the performance, knowledge, skills, behaviours and attitudes of GPs. You must also consider the systems that address patient safety within a practice1.

The ALM takes the adult learner through a learning cycle involving the following processes:

* **Self-reflection:** What do I need?
* **Planning:** How will I do it?
* **Action:** Carry out the plan
* **Review:** Did I meet my need?
* **Plan:** To meet further learning needs1

Research shows that the most effective education methods include interactive educational meetings and strategies that involve multiple educational interventions. The least effective methods are lecture format, teaching and unsolicited printed material, including clinical guidelines. The ALM has been designed to encourage active learning via at least two-thirds interactive and/or experiential learning modes1.

**Individual ALM**

GPs may develop an individual ALM to suit their own learning needs. In recognition of the many activities

GPs complete related to teaching and supervision, the RACGP has developed a framework for the development of individual ALMs in these areas.

Steps in the individual ALM for GPs:

1. select an area of learning you wish to develop
2. set personal learning outcomes
3. complete a minimum of six (6) hours of active learning on your chosen topic (a combination of different activities may be used)
4. reflect on the learning and consider ways in which future ALM activities could be improved
5. implement change in your clinical practice and/or practice systems that will reliably improve patient safety
6. complete and submit an individual ALM form as per college requirements1

This document is designed to assist general practitioners who are participating in the ‘Geriatrician in the Practice’ project develop up an Individual GP Active Learning Module Category 1 Activity. Please refer to the RACGP website for specific requirements.

**Activity summary**

The Geriatrician in the Practice initiative involves a Geriatrician and Clinical Nurse Consultant accompanying a GP in their rooms and providing a joint, integrated GP/specialist appointment that is easily accessible for patients, in an environment they are familiar with and comfortable in. The initiative will be implemented within the Shoalhaven Local Government Area and is funded by the NSW Ministry for Health under its Integrated Care – Planning and Innovation Fund.

A Geriatrician and Clinical Nurse Consultant will visit a GP practice for a 3 ½ hour session once every six (6) weeks, to conduct an initial joint dementia assessment to identified patients. The aim is to enhance dementia assessment skills of both GP’s and Practice Nurses and to improve linkages between Aged Specialist Services and Primary Health Providers.

**Potential learning outcomes**

Participation in this project will enable GPs to enhance their knowledge and skill in how to:

* interpret cognitive function tests
* identify the types of cognitive screening tools available and understand when/how to use them
* identify different dementia syndromes
* implement a systematic process for developing management plans relevant to patient’s dementia syndrome
* interpret cognitive neuroradiology
* assess driving in the cognitively impaired elderly
* access dementia specific services to support patients and/or their families living with dementia in the community.

**Personal learning outcomes**

What will you be able to do as a result of this activity?

List learning outcomes (measurable) for this activity. For example: ‘At the end of this activity the GPs will be able to identify/discuss/demonstrate/outline/state/list…’

**At least ONE learning outcome MUST reflect systems based approach to patient safety.** For example: ‘I will implement systems within my practice to ensure the effective management of patients suffering ………… including accurate and consistent reporting.’

At the end of this activity I will be able to:

1.

2.

3.

4.

**Potential literature for review**

Read the attached articles and reflect on impact of recommendations for their practice including early diagnosis.

1. Kate Laver, Robert G Cumming, Suzanne M Dyer et al. Clinical practice guidelines for dementia in Australia Med J Aust 2016; 204 (5): 191-193.

<https://www.mja.com.au/journal/2016/204/5/clinical-practice-guidelines-dementia-australia>

1. Guideline Adaptation Committee. Clinical Practice Guidelines and Principles of Care for People with Dementia.Sydney. Guideline Adaptation Committee 2016 <http://sydney.edu.au/medicine/cdpc/documents/resources/CDPC-Dementia-Recommendations_WEB.pdf>
2. The University of New South Wales, as represented by the Dementia Collaborative Research Centre. 14 Essentials of Good Dementia Care. Assessment and Better Care 2011

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**Potential reflective questions**

Review and assess your current knowledge and skills in in managing geriatric patients including the systems and process you currently undertake in practice.

Consider and comment on the questions below:

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| ***Developing management plans relevant to patient’s dementia syndrome***  |
| Do you currently write management plans, who is involved, are you confident/stratified with the process?  |
| Provide a copy of a patient management plan relevant to patient’s dementia syndrome for review.*Attach document* |
| ***Interpret cognitive function tests***  |
| Do you conduct cognitive function tests? If yes, what test do you conduct? |
| How confident are you in assessing cognitive function tests? |
| ***Identify different dementia syndromes***  |
| What are the different forms of dementia syndrome you currently manage?  |
| How competent do you feel you are in assessing and managing them? |
| ***Interpret cognitive neuroradiology*** |
| How confident do you feel reviewing and understanding cerebral imaging reports and images?Can you identify normal aging versus abnormal focal atrophy?Can you identify abnormal vascular changes? |
| **Assess driving in the cognitively impaired elderly** |
| What are the key issues that you deal with when assessing driving in the cognitively impaired? |

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| 3: Based on your reflection of the areas above list your learning needs: |
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**Clinical supervision sessions**

Learning activity will be joint consultation between the GP and the geriatrician of approximately 40 minutes. In addition a case based discussion of approximately 30 minutes will occur at each clinic which will include a debrief sessions and outcomes.

The sessions will cover:

* Early recognition and diagnosis
	+ Early symptoms
	+ Psychological early symptoms
	+ Appropriate investigations adjusted for patient presentation and age
	+ Common differential diagnoses
	+ Flags for atypical dementias
* Management of Mild Cognitive Impairment
* Health and lifestyle modification
* Appropriate cardiovascular targets
* Frequency of monitoring
* Treatment options for dementia
* Cognitive enhancers – their role and benefit/risks
* Health and lifestyle modification
* Appropriate cardiovascular targets
* Support / carer support /education
* Management of BPSD
* Non pharmacological
* Pharmacological
* Interpretation of imaging in dementia
* Use of CT versus MRI
* How to interpret images
* Measurement of focal versus general atrophy
* Assessment for driving
* Initial discussion with patients and their families
* Advance planning for cessation of driving
* Cognitive tests that may help with decision making
* When to refer and to whom
* When to restrict and when to cease
* Other health issues in people with dementia
* Comorbidities with increased frequencies in people living with dementia and their management
* Advance care planning
* Initial discussions with patient, how to discuss prognosis
* Legal issues / decision making / ACDs /enduring guardianship and administration
* Dementia as a terminal illness
* Services available
* Carer support services including dementia advisory service
* Patient support services

**Reinforcing activity**

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| Reflect on the learning objectives and comment on how you feel these have been addressed by participation in the ‘Geriatrician in the practice’ clinic sessions. |
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| List the changes in your practice that you have implemented as a result of participating in the ‘Geriatrician in the Practice’ clinic sessions: |
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| Identify how you are monitoring these changes: |
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| Comment on the processes you have in place to measure these changes: |
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