

Tutor Guide | Practical 4 | Group Activity on Geriatric Assessment Tools



Authors

Asha Wettasinghe - University of Colombo, Sri Lanka

KRM Chandrathilaka - University of Colombo, Sri Lanka

Kaveera Senanayake - University of Colombo, Sri Lanka

Sabela Rivas Neira - University of A Coruña, Spain

Jamile Vivas Costa - University of A Coruña, Spain

Consortium CAPAGE

1. University of Applied Sciences FH JOANNEUM, Austria
2. JAMK University of Applied Sciences, Finland
3. Santa Maria Health School, Portugal
4. University of A Coruña, Spain
5. Eastern University, Sri Lanka
6. General Sir John Kotelawala Defence University, Sri Lanka
7. University of Colombo, Sri Lanka
8. University of Jaffna, Sri Lanka
9. University of Peradeniya, Sri Lanka
10. University of Ruhuna, Sri Lanka



All content is licensed CC-BY-SA-4.0

Content

Tutor Guide Group Activity on Geriatric Assessment Tools 4	3
1. Learning Objectives	3
2. Pre-Session Preparation (Tutor Tasks).....	3
3. Session Plan	4
4. Facilitation Tips	4
5. Peer Evaluation Process	5
6. Post-Session	5

Tutor Guide | Group Activity on Geriatric Assessment Tools 4

Course: Common Geriatric Assessments

Topic: Physical Assessment Tools and Methods | Falls, Physical Activity | Frailty

Duration: 3 Hours

Session Type: Group Activity and Peer Learning

Total Number of Groups: 8

Assessment Tools Covered

1. Falls Efficacy Scale (FES)
2. Morse Fall Scale
3. Barthel Index
4. International Physical Activity Questionnaire (IPAQ)
5. Physical Activity Scale for the Elderly (PASE)
6. Fried Frailty Phenotype – CHS Criteria
7. Clinical Frailty Scale (CFS)
8. Edmonton Frail Scale (EFS)

1. Learning Objectives

By the end of the session, students should be able to:

1. Describe the purpose and structure of commonly used geriatric assessment tools.
2. Identify the settings and formats in which these tools are used.
3. Understand how to administer and score the tools.
4. Critically evaluate the usefulness and limitations of each tool in clinical practice.

2. Pre-Session Preparation (Tutor Tasks)

- Print or provide digital access to the **original version** of each assessment tool for distribution.
- Prepare **eight topic cards**, each with one assessment tool name.
- Prepare and print copies of the **peer evaluation form** (1 per student).
- Ensure each group has access to a computer or laptop for creating their PowerPoint.

- Check projector, timing devices, and backup materials (e.g., template slides, summary sheets if needed).

3. Session Plan

Time	Activity	Tutor Responsibilities
0:00–0:15	Introduction & Group Formation	Welcome students, explain the session structure and learning objectives. Randomly assign students into 8 groups and distribute tool materials.
0:15–1:15	Group Preparation	Guide students to prepare a 10-minute PowerPoint covering: ▪ Purpose of the tool ▪ Format (self/interviewer-administered) ▪ Components/content ▪ Scoring ▪ Suitable setting(s) ▪ Modified versions (if any) Encourage collaboration and clarify doubts.
1:15–2:45	Group Presentations	Facilitate the session. Each group presents for 10 minutes, followed by 2–3 minutes of Q&A. Ensure timekeeping. Distribute and collect peer evaluation forms for each presentation.
2:45–3:00	Summary & Feedback	Conclude the session with key takeaways. Provide tutor feedback on group performance and address any observed gaps in understanding.

4. Facilitation Tips

- Visit each group during preparation to ensure all required areas are being covered.
- Prompt students to relate the tools to real clinical contexts (e.g., hospital, community, rehab).
- Moderate discussions respectfully during Q&A.
- Use encouraging language and highlight good examples of teamwork or presentation clarity.
- Emphasize evidence-based interpretation where applicable.

5. Peer Evaluation Process

- Each student will use a peer evaluation form to assess the other groups' presentations based on clarity, content accuracy, and teamwork.
- Forms should be filled out immediately after each presentation.
- Collect the forms for review or feedback purposes.

6. Post-Session

- Review peer evaluation forms to identify any common areas of confusion or excellence.
- Provide written or oral feedback to each group summarizing performance.