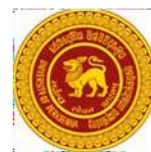


Tutor Guide | Simulation Based Practical | Geriatric Assessment



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Tutor Guide: Simulation Based Practical Session– Geriatric Assessment

Purpose:

To facilitate student learning through active engagement in geriatric assessment simulations, integrating physical, functional, psychological, cognitive, and environmental domains.

Before the Session:

- Prepare and assign case scenarios to each group, ensuring diversity in geriatric presentations (refer model cases).
- Arrange necessary assessment tools or visual aids (e.g., TUG instructions, GDS forms, MMSE/MOCA sheets).
- Brief yourself on each case's key learning objectives and potential challenges.

During the Session:

1. **Group Work (20 mins – Case Review and Discussion):**
 - Observe groups as they analyze their assigned case.
 - Encourage critical thinking by prompting with questions such as:
 - What are the main concerns in this case?
 - Which domains (physical, cognitive, psychological, etc.) seem most affected?
 - Support groups in identifying relevant assessment components without giving direct answers.
2. **Planning the Simulation Assessment (20 mins):**
 - Guide students to select appropriate assessment tools tailored to their case.
 - Encourage justification of their choices, focusing on clinical reasoning and relevance.
 - Clarify any misconceptions about the use or interpretation of assessment tools.
3. **Presentation (30 mins):**
 - Facilitate the presentations, ensuring each group explains their assessment plan clearly.
 - Encourage peers to ask questions and engage actively.
 - Monitor time to keep the session on track.
4. **Interactive Discussion (20 mins):**
 - Lead a reflective discussion highlighting strengths and areas for improvement.
 - Draw attention to holistic assessment approaches and integration of multiple domains.

- Discuss real-world application and challenges in geriatric assessment.
- Provide constructive feedback focusing on clinical reasoning, communication, and teamwork.

Tips for Tutors:

- Foster a supportive environment where students feel comfortable sharing ideas.
- Use probing questions rather than direct answers to promote deeper learning.
- Highlight the importance of multi-domain assessment in geriatric care.
- Relate discussions to current best practices and evidence-based guidelines.
- Encourage students to consider patient safety, autonomy, and environmental factors.

Assessment & Feedback:

- Assess students on their ability to:
 - Identify relevant assessment components based on the case.
 - Choose and justify appropriate tools.
 - Communicate assessment plans effectively.
 - Engage in reflective and collaborative discussion.
- Provide specific, actionable feedback to improve future clinical reasoning and presentation skills.