

COMPETENCIES CURRICULUM FOR POST-ACUTE AND LONG-TERM CARE MEDICINE

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Competencies Curriculum

- **Defined competencies** for the practice of post-acute and long-term care (PA/LTC) medicine
- **Evidenced-based framework** for the unique knowledge and skills needed to facilitate quality outcomes in the PA/LTC setting
- Designed for **attending physicians and other medical providers** who practice in this setting



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Organizational Support

Wide Range of Stakeholders in Developing Competencies and Educational Training Curriculum

- Advancing Excellence
- American Academy of Family Physicians
- American Academy of Home Care Physicians
- American College of Healthcare Administrators
- American Health Care Association
- American Society of Consultant Pharmacists
- Gerontological Advanced Practice Nurses Association
- Leading Age
- National Association of Directors of Nursing Administration



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Target Audience

Target **audience for online training**
are medical providers that practice
in PA/LTC setting

- Attending Physicians
- Geriatric Fellows
- Nurse Practitioners
- Physician Assistants



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Competencies Curriculum

Five Domains with sections, which have pre/post tests, interactive content and cases, questions and evaluations

- I. Foundation (Ethics, Professionalism and Communication)
- II. Medical Care Delivery Process
- III. Systems
- IV. Medical Knowledge
- V. Personal Professional Development in Post-Acute and Long-Term Care



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Domain I: Foundation (Ethics, Professionalism and Communication)

- Module 1.1 Application of **Ethical Principles** in Clinical Decision-Making
- Module 1.2 Clinical Implications of **Legal and Regulatory Requirements**
- Module 1.3 Recognizing and Adapting to **Patient Limitations and Impairments**
- Module 1.4 Optimizing **Communication** with Patients and Families
- Module 1.5 **Culturally Sensitive** Interactions with Patients, Families and Staff
- Module 1.6 Elements of Appropriate and Timely **Practitioner Performance**



Domain II: Medical Care Delivery Process

- Module 2.1 Applying the **Care Delivery Process** to Patient Care
- Module 2.2 Developing a **Person-Centered Evidence-Based Medical Care Plan**
- Module 2.3 Identifying and Incorporating **Prognosis** into Care Decisions
- Module 2.4 Principles of **Palliative and End-of-Life Care**
- Module 2.5 Developing **Effective Palliative and End-of-Life Care Plans**



Domain III: Systems

- Module 3.1 Providing **Prudent and Minimally Disruptive Care**
- Module 3.2 Using **Patient Databases** in Clinical Practice
- Module 3.3 Determining **Appropriate Levels of Care**
- Module 3.4 Optimal Management of **Care Transitions**
- Module 3.5 Working Effectively with the **Interdisciplinary Care Team**
- Module 3.6 Understanding and Explaining the **Impact of Finances on Care Decisions**



Domain IV: Medical Knowledge

- Module 4.1 Identifying and Managing **Changes in Condition**
- Module 4.2 Formulating a Pertinent and Adequate **Differential Diagnosis**
- Module 4.3 Identifying and Developing a **Person-centered Medical Plan**
- Module 4.4 **Minimizing Risk** and Optimizing **Patient Safety**
- Module 4.5 **Managing Pain** Safely and Effectively
- Module 4.6 **Prescribing Medications** Prudently and Effectively



Domain V: Personal Professional Development in Post-Acute and Long-Term Care

- Module 5.1 Developing a **Personal Professional Development** Plan
- Module 5.2 **Utilizing Quality-Related Information** to Improve Care
- Module 5.3 **Using Patient Outcomes** to Improve Practice



Competencies Curriculum Online Course

- **Web-based** – access with any device connected to internet
- **Asynchronous** – any time and at ones own pace within 60 days of purchase
- **Case studies** – real life scenerios
- **Pre- and post-test questions**
- **Evaluations**
- **Certificate**



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Continuing Education Credit

- 12.5 **Physician** *AMA PRA Category I CreditTM*
- 12.5 **CMD** Credit
 - 2.25 management
 - 9.25 clinical
- 12.5 **Nursing** Continuing Education Units

Customer Reviews

- Great presentations.
- Good review, reality of practice exceeds regulations generally.
- The material was very informative, practical and useful for PA/LTC practice
- Very effective modules.
- Very logical presentations.





Welcome Lauren

AMDA Competencies Curriculum for PA/LTC Medicine

Welcome

my sites

1 online

Administer

Welcome

Classroom

Disclosures

Preferences

Acknowledgements

FAQ and Support

Admin Use Only

LMS Setup

Registration



Site Tour and Instructions



Welcome to AMDA Competencies Curriculum for Post-Acute and Long-Term Care Medicine

AMDA – The Society for Post-Acute and Long-Term Care Medicine is dedicated to excellence in patient care and provides education, advocacy, information and professional development to promote the delivery of quality post-acute and long-term care medicine.

Individuals requiring a skilled nursing facility (SNF) or a nursing facility (NF) stay for post-acute and/or long-term care services often have significant acute and sub-acute illnesses and multiple chronic conditions that result in functional limitations, and a limited physiological and biopsychosocial reserve. These characteristics predispose them to recurrent hospitalizations that often result in further debility and cognitive and functional loss. As a result their clinical course is often complex and prolonged requiring ongoing intense medical and psychosocial care by an interdisciplinary team led by a clinician experienced in such care. The practice of post-acute and long-term care medicine requires knowledge and skills drawn from various specialties including internal/family/hospital/rehabilitation medicine, geriatrics, psychiatry, and palliative care. While necessary for effective practice, none of these discipline-specific competencies are, alone, sufficient to describe the full range of post-acute and long-term care medicine competencies. Rather, they must reflect a mix of many of the skills unique to each of these disciplines which must then be operationalized within a unique care setting with its unique regulatory requirements while incorporating the full skill set of the entire interdisciplinary team.

For these reasons, AMDA – The Society for Post-Acute and Long-Term Care Medicine has invested effort and resources to define competencies for the practice of post-acute and long-term care medicine so that clinicians practicing in this setting can serve their patients/residents more effectively. These competencies have been divided into five domains – Foundation (Ethics, Professionalism and Communication), Medical

5.1 Developing a Personal Professional Development Plan Pre-Test

Please take a few moments to answer the following questions. This assessment will not be graded.

The same questions will be asked again at the end of the presentation module.

[Start](#)

[previous step](#)

2.4 Principles of Palliative and End-of-Life Care

Learning Objectives

- Compare and contrast the elements of curative, palliative and end-of-life care
- Identify barriers to optimal end-of-life care
- Analyze strengths and weaknesses of end-of-life care in various locations of care

Palliative Care

- A model of care that focuses intensively on
 - Expert medical care
 - Aggressive pain and symptom management, and
 - Emotional and spiritual support tailored to the patient's wishes
- Support is also provided to the patient's loved ones
- This requires an interdisciplinary team approach

Palliative Care: Operational Definition

- Definition
 - Care focused on relief of symptoms of illness, as well as psychological and spiritual issues
- Goal is to prevent and/or ease suffering, and to offer patients and their families the best possible quality of life
- May be appropriate at any point in an illness
 - It is not dependent on prognosis
- Can also be provided at the same time as curative and life-prolonging treatment

Palliative Care

- Palliative care can be provided whether an illness is potentially permanent, life-threatening, or chronic
- Palliative care is reimbursed as part of regular medical care, no special Med A benefit
- Hospice is a subset of palliative care that focuses on the last six months of a terminal illness

Palliative Care

- Palliative care teams are typically hospital-based
 - 1,734 out of 2,844 US hospitals with greater than 50 beds reported having palliative care teams in 2012
- Teams consist of at least a dedicated physician and nurse, and often include a social worker
- Hospice and Palliative Medicine (HPM) is a recognized medical subspecialty
 - However, it is very feasible for physicians to provide palliative care without needing a specialty designation



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5.1 Developing a Personal Professional Development Plan

Previewing Course



5.1 Developing a Personal Professional Development Plan Post-Test

Please answer the following questions to check your understanding of the materials covered in this course. We hope that you will score 100% of this material. You will be allowed to re-take the test a total of TWO times. Please take your time completing the questions.

Start

[previous step](#)

[close](#)



Acute Change of Condition Post-Test

Course Evaluation

Please take a few minutes to provide feedback regarding your participation. Your perspective is valuable in the continual development of our online educational offerings. In order to receive successful completion in this activity, you are required to complete this evaluation. Thank you.

Content was presented content in an effective manner. Strongly Disagree 1 2 3 4 5 Strongly Agree

The speaker's presentation style facilitated my learning. Strongly Disagree 1 2 3 4 5 Strongly Agree

Commercial support/grantor information was disclosed. Yes No

Content pertained to my post-acute/long-term care practice. Yes No

Content was appropriate for my experience level. Yes No

Content provided practical approaches to implementation. Yes No

Content presented was balanced and unbiased. Yes No

Were all session objectives adequately met? Yes No

At any time during the presentation, did you become aware of any off-label? Yes No

Questions?

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