

Geri-Cards Assessment Game - Instructions

Goal: Residents will gain additional competence in selecting assessment tools and interventions that can be performed and/or recommended in a brief office visit.

I. Equipment

- A. Geriatric assessment cards – 1 set of cards for each 1 or 2 participants
 - i. Cards with black text represent geriatric assessment instruments
 - ii. Cards with blue text represent other health professionals who can assist with either assessment or an intervention aimed at a functional deficit
- B. Patient scenarios
 - i. Present a very brief clinical vignette – read by instructor, embellish as needed
 - ii. A list of indicated assessments and/or interventions (represented by the black text cards)
 - iii. A list of who provides the indicated assessments and/or interventions. Each potential person(s) who provides the assessment or intervention is named, followed by the assessments or interventions they could provide (represented by the blue text cards). The assessment and interventions are indicated by the letters corresponding to indicated assessment in b.
 - iv. Example:

Clinical Vignette

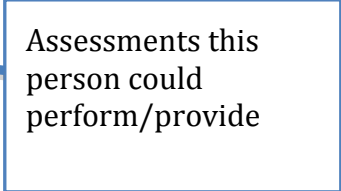
86 y/o woman with recent frequent falls, several contusions.
H/o HTN, DJD, cataracts

Indicated assessments and interventions

- a. Gait and mobility
- b. Social
- c. Environment
- d. Vision

Providers of indicated assessments

Clinic staff or
Physician (a,b,c)
Home health (b,c)
Physical therapy (a,c)
Clinic staff or referral (d)



Assessments this
person could
perform/provide

II. “Playing” the game

- A. Pass out a set of cards to each participant, or have learners break up into groups of 2, and pass out a set of cards for each 2 participants.
- B. Instructions for the residents – for each scenario, select 4 cards – 2 “black cards” and then 2 “blue cards.” (No blue card is needed for assessments that the physician will perform.) Be prepared to discuss your rationale for cards you have selected.
- C. The instructor reads a scenario and asks the participants to take several minutes to select their cards.
- D. The instructor asks for each participant or group of participants to put their cards on the table.
- E. The instructor asks for a volunteer, or selects a participant, to read their cards and discuss their reasoning for their selection. The instructor may comment upon this as needed. The instructor then asks for additional volunteers, especially for those who have selected different cards than those who have already discussed their selection. Once all of the different selections have been discussed, take a few minutes to discuss how you, as the experienced clinician, would prioritize selection of assessment and/or interventions for the patient in this scenario.
- F. Move on to the next scenario

TIP: Typically, there will only be a few different cards selected by all of the participants. Instead of going around the group and having each person/group discuss their selection for each card, focus instead on bringing out groups who have made different selections. Keep things moving – try to limit discussion to no more than 10 minutes per scenario.