



Memorial Sloan Kettering  
Cancer Center

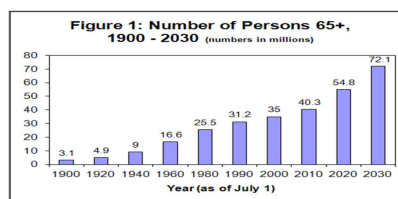
## Building a Comprehensive Educational Model for Nurse Practitioner Students in Geriatric Oncology

Sincere McMillan, ANP-BC, MS, RN, Beatriz Korc-Grodzicki, MD, PhD, & Armin Shahrokni, MD, MPH

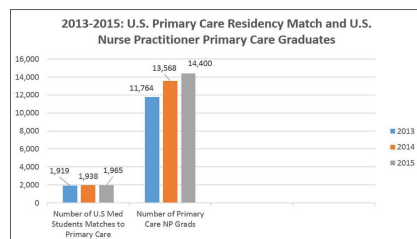
“This project was supported in part by the John A. Hartford Change AGENTS Award. The investigators retained full independence in the conduct of this project.”

### BACKGROUND & SIGNIFICANCE

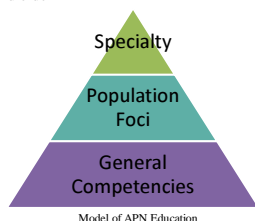
According to *The State of Aging in America 2013*, by 2030 roughly 20% of Americans will meet eligibility for geriatric care



The incidence of cancer increases with age but a shortage of physicians trained in primary care, the setting where most cancer is initially detected, looms. Of note, approximately 86% of advance practice nurses (APN) are trained in primary care



As the demand for trained clinicians capable of managing the complex care needs of the older adult increases, APNs should also be adequately exposed to geriatric oncology. Approximately 60% of cancers in the United States occur in people age 65 and older

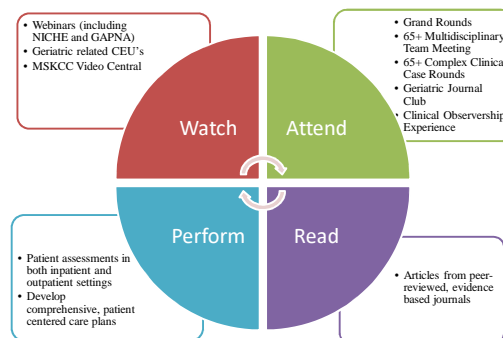


### METHODS

- Purpose: To develop an innovative educational model for APN students to become familiar with caring for older adults with cancer at Memorial Sloan Kettering Cancer Center (MSKCC)
- The model was developed with input from the geriatric service (MDs, NPs, RNs, and PharmD)
- The model is a balance of theory and clinical practice across four domains of geriatric-oncology advanced practice nursing: 1) Geriatric medicine and the use of the comprehensive geriatric assessment, 2) continuity/coordination of care, 3) communication skills with the multidisciplinary team, patients, and caregivers, & 4) general knowledge of oncology nursing
- Data collected from participants: pre and post-clinical test scores and overall experience evaluation

### Activities

For each domain of this model, we have defined activities through a series of skill and knowledge based assessments titled “watch”, “attend”, “read” and “perform” based on an established training protocol developed by the Oral Health Nursing Education and Practice initiative at New York University



### Clinical Faculty

Sincere McMillan MS, ANP-BC: *Adult NP*  
 Armin Shahrokni MD, MPH : *Geriatrician & Colorectal Oncologist*  
 Soo Jung Kim MS, GNP-BC: *Geriatric NP*  
 Manpreet Boparai, PharmD : *Geriatric Pharmacist*  
 Koshy Alexander MD: *Geriatrician*  
 Lauren Robinson, MSHC: *Integrative Medicine*

Beatriz Korc-Grodzicki MD, PhD: *Geriatric Service Chief*  
 Sung Wu Sun MD: *Geriatrician*  
 Jessica Goldberg, ANP-BC, ACHPN: *Palliative Care NP*  
 Jean Asonye, FNP-BC, ACHPN: *Palliative Care NP*  
 Michelle Lange NP-BC: *Urgent Care Center*  
 Rebecca Steed NP-BC: *Breast Survivorship*

Student Demographics:	Fall 2015	Spring 2016	Summer 2016
<b>Gender</b> (female n=12)	4	4	4
<b>Average Number of Years of Nursing Experience</b>	6.5	6	7.5
<b>College/University</b>			
Adelphi University	0	2	0
College of Mount Saint Vincent	0	0	1
Hunter-Bellevue College of Nursing	1	1	2
Molloy College	1	0	0
New York University	2	1	1

### Results

- Clinical hours completed ranged from 125-200 hours based on school program requirements
- In addition to clinical hours, all students attended 2 grand round sessions, read a minimum of 1 journal article, and completed at least 2 geriatric specific CEU's
- All 12 students presented a journal article at the monthly geriatric service education day
- 2 students helped develop a patient education video on post-operative care; 2 students hosted a falls prevention lunch and learn for inpatient nursing staff; 1 student developed a lecture on frailty; 4 students developed distress management referral guidelines
- Average pre-test score: 88.3% ; Average post-test score: 92.5%

### Comments from Students

- “I learned so much about the geriatric population and the important syndromes to focus on in my practice...I feel that I am leaving this clinical with a broad knowledge of the geriatric population”
- “I think that the webinars were a valuable part of my learning experience, they presented content that was relevant to my clinical experience”
- “The opportunity to do a one-day observership, the webinars, attending grand rounds helped to round out the experience and provide additional learning opportunities that most clinical rotations don't have”
- “This rotation exceeded my expectations in every way...”