

Measuring Clinical and Interprofessional Competencies using Objective Structured Clinical Exams in Graduate Education

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Background

The Hartford Institute for Geriatric Nursing at NYU Rory Meyers College of Nursing in collaboration with NYU School of Medicine, implemented a one-week clinical intensive interprofessional course within the 12-credit HRSA-funded ANE Post-Master's Advanced Certificate in Gerontology nursing program. Geriatric Objective Structured Clinical Examinations (OSCEs) using standardized patients were implemented as part of the innovative educational requirements for nurse practitioners and third-year primary care internal medicine residents.

Purpose

- Develop interprofessionals, nurse practitioners (NPs) and medical residents, as **partners providing primary care for older adults with multiple chronic conditions**
- Prepare graduate level learners to meet clinical **competencies in OSCE outcomes** including: communication skills, case-specific skills, patient satisfaction, patient activation, interprofessional skills, and professionalism
- Provide **joint-learning opportunities in care of older adults using geriatric-focused OSCEs**

Goals

- **Enhance quality of primary care delivered to older adults** using Chronic Care Model framework
- **Increase the number of NPs & MDs with geriatric and interprofessional competencies** to enhance primary care to vulnerable, underserved older adults

Geriatric OSCE Cases

- Cancer Pain
- Advanced Directives
- Urinary Incontinence
- Transitional Care Case using Phone Call Hand-Off

Standardized Patient / Provider Training

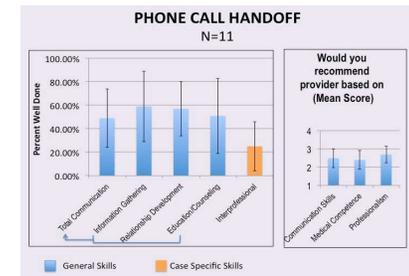
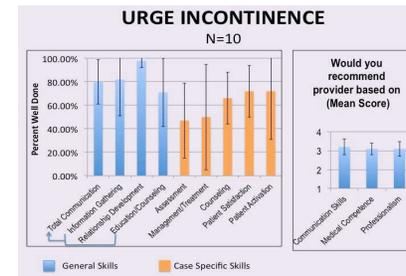
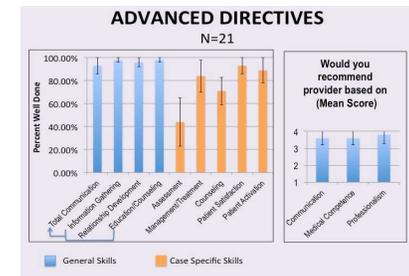
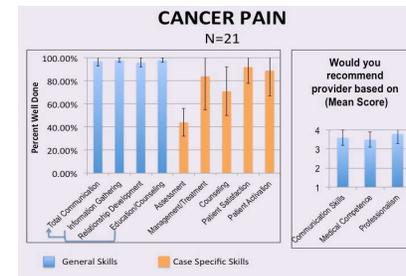
- 3-4 hours
- Role play different potential learner scenarios and provide feedback on portrayal of older adult within case
- Train to criterion on behaviorally-anchored checklist completed after each encounter



OSCE Administration & Evaluation

- Trainees over two years
 - 15 primary care medical residents and 6 NPs completed cancer and advanced directives OSCEs (2014, 2015)
 - 8 primary care medical residents and 2 NPs completed urinary incontinence OSCE (2014)
 - 7 primary care medical residents and 4 NPs completed phone hand-off OSCE (2015)
- Each station was 10 minutes long, with 5 minutes of **immediate feedback by joint MD and NP faculty**
- **Group debrief by MD and NP faculty** after all stations completed
- A **24-36 item behaviorally anchored checklist** was completed by standardized patient/standardized provider (for phone call hand-off case)
- **13 Item general communication skills** (including information gathering, relationship development and education & counseling) were standard in each case
- Case-specific skills varied according to communication tasks within each case

Results



Conclusions

- OSCEs provide opportunities for formative evaluation for learners and identify curricular areas needing strengthening
- Trainees demonstrated **strong general communication skills**; weaknesses were noted in some areas, particularly assessment, across geriatric cases
- Compared to interaction with standardized patients, **trainees struggled with interprofessional communication** with standardized provider (NP), showing lower scores in both general communication and case-specific skills

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