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

Acknowledgements

- This project is supported by funds from the Division of Nursing (DN), Bureaus of Health Professions (BHPr), Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS) under grant number D09HP25934 and title Advanced Nursing Education for $1,124,967. The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by the Division of Nursing, BHPr, HRSA, HHS or the U.S. Government.