Crosswalk of EPA's in a 4th Year Geriatric Clerkship

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Introduction

The population of older adults >65 years of age will continue to rise in the 21st Century. Physicians are expected to be knowledgeable in geriatric care but mandatory curriculum in geriatrics is not consistent across medical schools curriculum.

The goal of the UNTHSC TCOM Core Geriatric Clerkship is to provide a foundation for competent and compassionate care of older patients. This includes attitudes, knowledge, and skills required for the care of older adults. Education occurs in various clinical settings and didactic activities.

This poster illustrates an assessment that crosswalks the EPA, IPE, and ACGME/AACOM Core Competencies with the Clerkship Goals and Learning Objectives in a 4th Year Geriatric Clerkship.

Background

The geriatric clerkship serves to provide supervised, high quality opportunities for fourth year medical students to apply and transfer declarative medical knowledge and basic clinical skills into procedural clinical competence. Students also function as members of an interprofessional health care team.

The clerkship exposes students to a variety of experiences that include ambulatory practices, nursing facilities, assisted living centers, home and hospital visits, and hospice. In addition to these clinical settings, knowledge is gained through self-study, case reviews, clinical case discussions, and various didactic sessions. At the clinical sites, students examine their own attitudes toward aging, disability and death. Goals for the rotation include developing compassion for patients and caregivers, and understanding the significance of quality of life and functional status of an individual patient rather than focusing on disease.

Methods

A comprehensive review of the clerkship was divided into two matrices. The first matrix contained the curriculum content areas and assessments crosswalked with the EPAs, IPE and ACGME/AACOM Core Competencies. The second matrix consisted of the clerkship goals and learning objectives and assessments crosswalked with EPAs, IPE and ACGME/AACOM Core Competencies.

Findings

The review revealed that the clerkship successfully met many of the EPA, IPE, and ACGME/AACOM Core Competencies. Upon completion of the assessment a SWOT analysis was conducted and the findings resulted in a total of eighteen outcomes that could direct future improvements.

The 18 outcomes were classified into three categories: 1) Strengthening the clerkship curriculum and improving communication with students (n=9); 2) A focus on improving clerkship faculty training and development (n=5); and, 3) Students time on task and schedule management (n=4).

Conclusion

Instituting a mandatory fourth year geriatric core clerkship provided supervised, high quality experiences and improved student attitudes, knowledge and skills in geriatric care. In addition the clerkship curriculum is meeting many of the competencies for geriatric education. This crosswalk provided insight into which of the EPA, IPE and ACGME/AACOM Competencies were being met.

This assessment provided opportunity for a thorough review of the clerkship and revealed areas for improvement. Limitations to this study were developing a methodology, time to complete the task, and how to use the results for CQI due to conflicting program and college priorities.

References


Osteopathic core Competencies for Medical Students (2012). Prepared by the American Association of Colleges of Osteopathic Medicine, in conjunction with all U.S. Osteopathic Medical Schools.