SUPPORTING SAFE TRANSITION TO RESIDENCY THROUGH E-LEARNING AND SIMULATIONS

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THE CHALLENGE

AAMC ENTRUSTABLE PROFESSIONAL ACTIVITIES

EPA 1: Gather a history and perform a physical examination
EPA 2: Prioritize a differential diagnosis following a clinical encounter
EPA 3: Environment and interpret common diagnostic and screening tests
EPA 4: Enter and discuss orders and prescriptions
EPA 5: Document a clinical encounter in the patient record
EPA 6: Provide an oral presentation of a clinical encounter
EPA 7: Form clinical questions and retrieve evidence to advance patient care
EPA 8: Give or receive a patient handover to transition care responsibility
EPA 9: Collaborate as a member of an interprofessional team
EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
EPA 11: Obtain informed consent for tests and/or procedures
EPA 12: Perform general procedures of a physician
EPA 13: Identify system failures and contribute to a culture of safety and improvement

Assuring that transitioning students are prepared to safely assume clinical responsibilities in accordance with the AAMC’s EPAs

INSTRUCTIONAL DESIGN

• Focus on common clinical symptoms that if mishandled could have disastrous outcomes
• Provide content as well as assessment components
• Make use of checklists
• Provide structured method for evaluation
  - Information from nursing staff
  - Review of the medical record
  - Listen to patient’s complaint
  - Physical examination
  - Ordering appropriate laboratory tests
• Recognize when to escalate to superiors
• Emphasize professionalism and communication
• Align content with summative assessment program
• Provide applications that can be carried into clinical practice

THE PROBLEM

• Unstructured approach to teaching clinical reasoning
• Inadequate assessment of entrustability prior to transitioning to residency

THE SOLUTION

• Develop a curriculum that addresses clinical reasoning skills
• Design and implement an assessment to assure students meet the EPA standards at graduation

CONCLUSIONS

• WISE-OnCall modules are an effective means of teaching clinical reasoning and preparing students for residency
• WISE-OnCall modules map to the EPAs and reinforce the skill necessary to achieve entrustability
• Modules are used with graduating students and incoming residents to demonstrate a rational approach to common clinical presentations

GRADUATING STUDENTS

IMPLEMENTATION

Modules assigned during clinical years and transition/capstone program
4-hour NightOnCall summative simulation assessment

RESULTS

Patient Note Mean Scores (0-3 pt.) May be used to evaluate the following core EPAs: 2, 5, 10, 12
Mean Standardized Patient Checklist Ratings. May be used to evaluate the following core EPAs: 1, 10, 11, 12

RESULTS

IMPLEMENTATION

Program directors assign modules to matched residents
2-hour 1st NightOnCall simulation assessment during orientation

INCOMING RESIDENTS

IMPLEMENTATION

March 17 MATCH DAY
July 1 COMMENCE RESIDENCY

How comfortable are you...

Before
After
Reporting an error
Escalating a situation
Involving an attending

Corning Soon
Loss of Consciousness