Geriatric Transitions OSVE (Objective Structured Video Examination):

**Background**

It is imperative that health care professionals are equipped to perform effective care transitions. In recognition of this need, the American Association of Medical Colleges (AAMC) included care transitions among the 26 core geriatrics competencies it identified in 2007 for internal medicine and family medicine residents. Yet, there are relatively few educational tools available to train and evaluate interdisciplinary teams of health sciences trainees in facilitating effective care transitions. Such interdisciplinary care teams will become increasingly prevalent with the rise of the Patient Centered Medical Home model.

The Geriatric Academic Career Award (GACA) funded by the Health Resources and Services Administration (HRSA) requires grantees to promote the education of interdisciplinary teams of health professions trainees in geriatrics. Dr. Timothy Farrell at the University of Utah School of Medicine was awarded a GACA (K01HP20487) in 2010 to educate these interdisciplinary teams in care transitions involving older adults. The Geriatric Transitions Objective Structured Video Examination (GT-OSVE), supported by a GACA (K01HP20487), is designed to meet this need. His project mentor was Cherie P. Brunker, MD.

Dr. Farrell has developed 3 GT-OSVE cases that depict the same hypothetical patient undergoing transitions of care in 3 different locations: the outpatient clinic, skilled nursing facility and assisted living facility. The GT-OSVE cases may be used to assess trainees’ ability to perform successful transitions of care. They may also be used as an educational series. It is recommended that faculty facilitators use the GT-OSVE checklist for faculty evaluators as a guide to both educational and assessment activities involving the GT-OSVE. Ancillary materials provide added realism to the case. Each OSVE video lasts approximately 10 to 15 minutes. It is recommended that prior to exposing trainees to the GT-OSVE that the trainees view the following modules:

1. “Transitions of Care: Leaving the Hospital,” developed by Eubank KJ, Mohler MJ, Rubin CD, and Fain MJ at the University of Arizona and the University of Texas-Southwest and funded by the Donald W. Reynolds Foundation, available at [http://test58.biocom.arizona.edu/care.php](http://test58.biocom.arizona.edu/care.php)
One of the GITT (Geriatric Interdisciplinary Team Training) modules funded by the John A. Hartford Foundation, publicly available at [http://consultgerirn.org/resources/media/?vid_id=5917313#player_container](http://consultgerirn.org/resources/media/?vid_id=5917313#player_container).

The actors and actresses in the GT-OSVE videos all provided permission to participate. University of Utah IRB approval was also obtained for this project. This work is licensed under Creative Commons.

Please contact Dr. Farrell with any questions:

Timothy W. Farrell, M.D.
Assistant professor of medicine and adjunct assistant professor of family medicine
Physician investigator, VA SLC Geriatric Research, Education, and Clinical Center
University of Utah School of Medicine
Division of Geriatrics
30 N 1900 E, AB 193 SOM
Salt Lake City, UT 84132-0001
Office: (801) 587-9103
Fax: (801) 585-3884
timothy.farrell@hsc.utah.edu
Instructions for Faculty Facilitator(s)

1. Introduce 1 of the 3 geriatric transition OSVE (GT-OSVE) cases.
   a. Hospital to home transition
   b. SNF to home transition
   c. Home to ALF transition

2. Ask each team member to introduce himself or herself and to describe their role (e.g. medical student, resident, physician assistant, nurse, social work trainee).

3. Identify the team leader. Discuss the team leader instructions.

4. Play the video (10 minutes).

5. Prompt the team to generate a transitions plan using the after-visit summary template as a guide (10 minutes). Assess team functioning using the GT-OSVE checklist for faculty evaluators.

6. Listen to the transitions plan generated by the team leader. Assess this plan using the GT-OSVE checklist for faculty evaluators. (5 minutes).

7. Debrief with the team and provide feedback on team function and the transitions plan (5 minutes).
Instructions for the Team Leader

1. Assemble your team to watch the 1 of the 3 geriatric transitions videos. The video will last for about 10 minutes. Ancillary clinical documents related to the case will be provided since not all of the needed information is depicted in the video.

2. Based on the information provided in the video case and the ancillary clinical documents, work with your team for 10 minutes to formulate a transitions plan. You may jot down notes using the 5 domains listed in the after-visit summary template sheet as a guide.

3. Present the case to the faculty preceptor(s). You will have up to 5 minutes to present the plan uninterrupted to the preceptor(s). The case should be presented in a manner similar to presenting a patient to an attending in the outpatient setting.

4. Your transitions plan and your performance as a team leader will be evaluated by faculty preceptor(s) on a checklist.

5. The faculty preceptor(s) will provide feedback to you for about 5 minutes. You will have an opportunity to ask questions of the faculty preceptor. The team members will also have an opportunity to ask questions at this time.