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# Coaching for Success: A Strategy for Early Identification & Remediation for FNP Student "Strugglers"

Therese Hidalgo

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# Coaching for Success:

## A Strategy for Early Identification & Remediation for FNP Student “Strugglers”

UNM-HSC - EDUCATION DAY

September 28, 2018

Therese Hidalgo, DNP, RN, FNP-BC

# Objectives:

- Identify the Formative OSCE as a valid method for assessing clinical competency using the “FACTS” Checklist as a tool for the identification of FNP students who are struggling clinically.
- Apply the “FACTS” Checklist Tool as a method for evaluating clinical competency and targeted feedback based on the OSCE performance.
- Appraise the value of a small group problem-based learning method utilized in a 4-week coaching class for “strugglers”

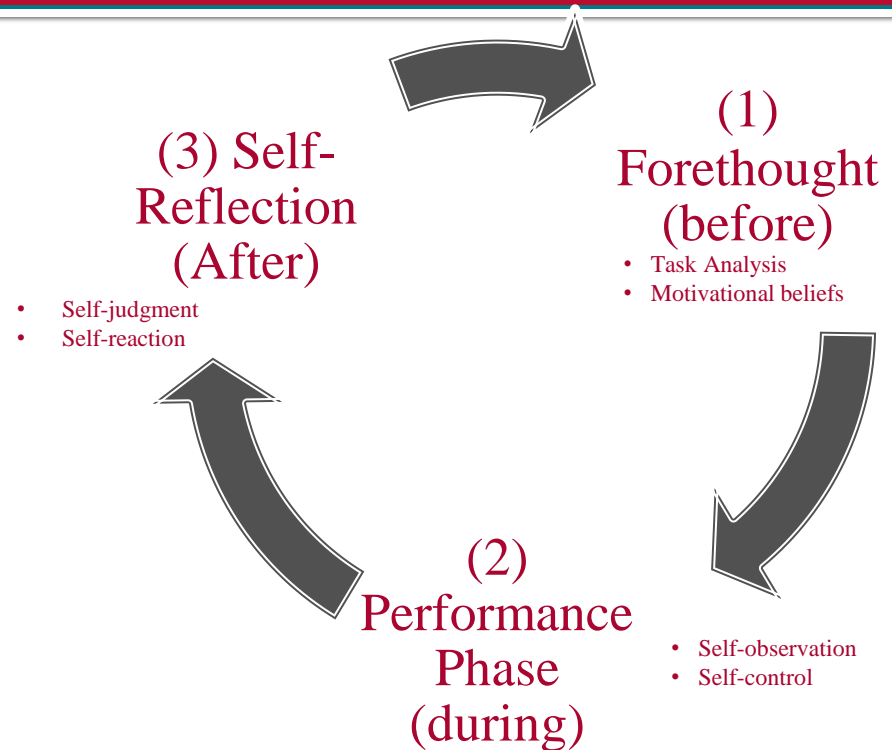
- What is an OSCE
- Why do we use OSCE's?
- How do they compare with clinical site evaluations?

# FACTS Evaluation Tool

- Communication style/patient interaction
- Focused Health history
- Focused Physical Exam
- Differential Diagnoses
- Assessment/Plan
- Overall Performance

# Self-Regulation Learning Model

- Self-generated feedback
  - Effective Faculty Feedback
  - Taught Effective Strategies
  - Observed Practice
- Also**



# Research Questions: Coaching for Success

- Does a targeted, 4-week coaching seminar positively affect first year FNP students' performance on a Summative OSCE after failing an earlier Formative OSCE?
- Do first year FNP students who have failed the Formative OSCE **and** have taken the coaching seminar have a higher percentage of improvement compared to the students who passed the Formative OSCE **and** did not take the coaching seminar?
- Does the number of coaching sessions improve the outcome of the Summative OSCE scores?

- Research Design:
  - Quasi-experimental study
    - Pre & Post- intervention comparisons
- Sampling:
  - Convenience sampling of first-year FNP students taking their 1<sup>st</sup> adult health clinical course 27 students included in class cohort.
    - 15 identified as “strugglers”
    - 12 identified as “non-strugglers”



# Coaching/Remediation: Clinical Skills

- Student Assessment/Evaluation
- Feedback
  - Faculty
  - Self-reflection
- Coaching/Remediation Strategies
  - Individualized
  - Small group problem-based learning
  - Simulation
- Program Evaluation
  - Student Survey
  - Performance on Summative OSCE

- Data Collection
  - Formative and Summative OSCE performance scores (percentages) during 1<sup>st</sup> clinical course of the first-year FNP curriculum (Spring 2018)
    - “FACTS” Checklist
  - The difference in performance scores (percentages) between the Formative and the Summative OSCEs will be compared for individual students
  - The differences in performance scores (percentages) between the Formative and the Summative OSCEs will be compared between the “Strugglers” and the “Non-Strugglers”
  - The differences in averaged difference in performance scores (percentages) between the Formative and the Summative OSCEs for those attending the 4-week coaching seminar compared to the number of sessions attended

## “Strugglers”

ID Code	Formative OSCE	Summative OSCE	<g>**	Coaching Sessions
2	55	91	80	4
4	64	82	50	3
5	55	82	60	4
6	64	80	44	1
8	59	88	71	3
10	69	85	52	4
11	51	80	59	4
12	49	82	65	4
13	59	81	54	3
14	69	81	39	2
17	67	82	46	3
18	60	82	55	3
22	55	94	87	4
25	62	88	68	4
26	63	91	76	4

**Table 1:** “Strugglers” individual percentage scores, normalized gain <g> for individual scores, and number of attended remediation sessions.

“Non-strugglers”				
ID Code	Formative OSCE*	Summative OSCE*	<g>**	Coaching Sessions
1	79	85	29	0
3	70	85	50	0
7	75	85	40	0
9	79	76	-14	0
15	79	88	43	1
16	73	87	52	0
19	71	84	45	0
20	76	94	75	0
21	75	84	36	1
23	73	96	85	0
24	78	78	0	1
27	76	90	58	1

**Table 2:** “Non-strugglers” individual percentage scores, normalized gain <g> for individual scores, and number of attended remediation sessions.

**Table 3**  
*Means and Standard Deviations on the Measure of Normalized Gain of Percentage Score Differences between the Formative and Summative Percentage Scores between “Strugglers” and “Non-strugglers” groups.*

Group	$\eta$	Inventory Score	
		M	SD
“Strugglers”	15	60.4*	13.9
“Non-Strugglers”	12	41.6*	27.8

\* normalized gain = <g> as statistically significant at (t (25) = 2.30, p = 0.03; CI = 1.93-35.67)

Qualitative data analysis:  
Survey of 63% of  
remediation participants  
obtained retrospectively  
about 1 month after  
summative OSCE

- 75% felt more comfortable with the summative OSCE; 25% neither agreed/disagreed
- 83% felt they were successful with the summative OSCE; 17% neither agreed/disagreed
- 100% agreed small group learning worked for them
- 83% agreed the guide sheet examples were useful tools for learning; 17% weren't sure
- 92% would come to sessions such as this even if not required; 8% disagreed

- The increase in averaged normalized gain  $\langle g \rangle$  scores between the two groups is statistically significant using the unpaired t-test:  $t(25) = 2.30$ ;  $p = 0.03$ ;  $CI = 1.93 = 35.67$  with a large effect size; Cohen's  $d = 0.903$ .
- The correlation between the number of mediation sessions attended compared to the average normalized gain  $\langle g \rangle$  in scores of the “strugglers” using the Pearson Correlation Coefficient  $(r) = 0.67$  for  $n = 15$ .

- “Strugglers” with coaching compared to “Non-strugglers” without coaching demonstrated a 19% increase in normalized gain <g> scores
- “Non-strugglers” w/course compared to those without any coaching demonstrated an 11% increase in normalized gain <g> scores.
- The students felt strongly the coaching sessions were helpful in preparing them for the summative OSCE



# Conclusions/Future Plans

- Coaching program successful for early identification of “Strugglers” with the opportunity to receive targeted clinical coaching to better prepare “struggling” students for clinical experiences.
- Some more work needs to be done to continue to evaluate FACTS Checklist for reliability/validity
- Students appreciate small group, case-based learning
- Clinical Enrichment Topics Course (Summer of 2018)

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