

How Can CCASEL Help You?

Center for Clinical Arts, Skills, and Experiential Learning

Objective: To give an overview of CCASEL resources to UHCOM faculty & staff



Meeting educational objectives

Questions? Email us!
ccasel@central.uh.edu

The activity might be:

- **Instructional** (Students actively being taught a skill in a clinical setting)
- **Formative** (Students experiencing a situation or practicing a skill without major grade)
- **Summative** (Students being tested on application of knowledge and skills)

Activities can be assessed through:






- Future summative exam (e.g. clinical skills exam after several instructional sessions)
- Patient feedback (e.g. standardized patient checklist, either formative or summative)
- Self and/or peer-evaluation (e.g. watching video of activity and completing an assessment)
- Faculty evaluation (e.g. faculty watching live and/or reviewing video to evaluate activity)
- Post-encounter written activity, graded by faculty (e.g. documenting a patient note)

Note: Assessment may take place elsewhere, such as certain clinical skills being assessed during clerkship



Different tools and techniques ('modalities')

(**Fidelity:** How "realistic" a simulation is; can also be thought of in terms of the responsiveness of a simulation to a learner's behavior.)

 <p>Task Trainer Device for training key elements of physical skill being learned</p>	 <p>Human Simulator Life-sized human-like simulator of varying levels of responsiveness (also called a "manikin")</p>	 <p>Standardized Patient (SP) An individual trained to portray a patient in a realistic, repeatable, and standardized manner</p>	 <p>Virtual Reality Computer-generated, immersive 3D environment replicating procedures and situations (can also include "augmented reality")</p>	 <p>Desktop/ Tabletop Includes "serious games," paper-based, and discussion-based simulation; can also include computer-based simulation that is not immersive</p>
<p>Low Fidelity Responsive to a particular physical skill only; still valuable!</p>	<p>Variable Fidelity The type of simulator determines responsiveness</p>	<p>High Fidelity Highly responsive interpersonally and with certain pathology</p>	<p>Variable Fidelity Technology still being developed; haptic feedback minimal</p>	<p>Low Fidelity Responsive within scripts, if at all. Can still be valuable!</p>
<p>Examples:</p> <ul style="list-style-type: none"> → Intubation → Venipuncture → CPR/AED → Suture practice → Lumbar puncture → Catheterization → Central line placement 	<p>Examples:</p> <p>Management of a trauma patient with real-time responses to interventions, including skills like:</p> <ul style="list-style-type: none"> → Defibrillation → Epi administration → Chest compressions 	<p>Examples:</p> <ul style="list-style-type: none"> → Standardized clinical experience for debrief → Patient trained to respond to student behavior triggers → Interpersonal/emotional situations 	<p>Examples:</p> <ul style="list-style-type: none"> → Surgical procedures → OR protocols and interactions → Spatial awareness → Lots of things still to be learned & explored 	<p>Examples:</p> <ul style="list-style-type: none"> → Case management → IPE team exercises → Hospital/organizational management → Differential development

Hybrid Modalities

The combination of multiple modalities, such as task trainers and standardized patients, or virtual reality and manikins.

Training Resources
Office of Medical Education (OME)





Instructional Areas

Teaching Associates (TAs)

Lay persons who receive thorough and extensive training to teach physical exam **techniques** (and the accompanying interpersonal skills) in small-group settings, using their own bodies as teaching tools. This material is paired with classroom learning about the related anatomy and pathology.

CCASEL plans to provide three types of TAs:

Physical Examination Teaching Associates (PETAs) cover the following material:

- Exam introduction
- Appropriate patient-centered communication
- Proper non-invasive examination techniques for:
 - ▶ HEENT
 - ▶ Pulmonary & Cardiovascular
 - ▶ Abdomen
 - ▶ Musculoskeletal joints
 - ▶ Neurological exam
 - ▶ Basic skin assessment
- Proper use of physical examination instruments



Gynecological Teaching Associates (GTAs) cover the following material:

- Exam introduction
- Appropriate patient-centered communication
- Visual breast exam
- Lymph node exam
- Manual breast exam
- Pelvic exam preparation
- Pelvic exam
 - ▶ External structures
 - ▶ Speculum exam
 - ▶ Bimanual exam



Male Urogenital Teaching Associates (MUTAs) cover the following material:

- Exam introduction
- Appropriate patient-centered communication
- Assessment of pubic and groin regions
- Assessment of hernias
- Assessment of scrotum (includes scrotal sac, testes, spermatic cord)
- Assessment of penis
- External and digital rectal exam
- Prostate exam



Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS)

A program designed by the Agency for Healthcare Research and Quality (AHRQ) to improve patient safety by teaching healthcare providers how better collaborate, using tools such as huddles, debriefs, handoffs, and check-backs. CCASEL can assist with Phases 1 and/or 2. <https://www.ahrq.gov/teamstepps>

Have an idea or need not listed here?

Let us know! CCASEL is here to support UH COM's integrated, dynamic curriculum and your commitment to experiential learning.

Email us anytime at ccasel@central.uh.edu, or call us at 713-743-4270.

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