Moving Clinical Online with the Heid ATE Guide for Clinical Teaching and Learning©

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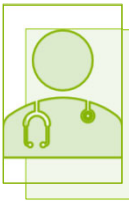
Objectives

Discover an innovative, progressive clinical teaching and learning tool for faculty and students



Identify tangible techniques to facilitate student development of clinical judgment skills in blended learning environments

Discuss ongoing research and development related to the clinical teaching and learning tool for clinical and online environments.

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Purpose & Background

- Facilitate student development of clinical judgment skills
- Utilize a new comprehensive teaching/learning tool
- Designed for faculty and students
- Application across the clinical curriculum
- Leverage progressive tool in blended learning environments (online, hybrid)

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Materials & Methods: Heid ATE Guide for Clinical Teaching & Learning© v4

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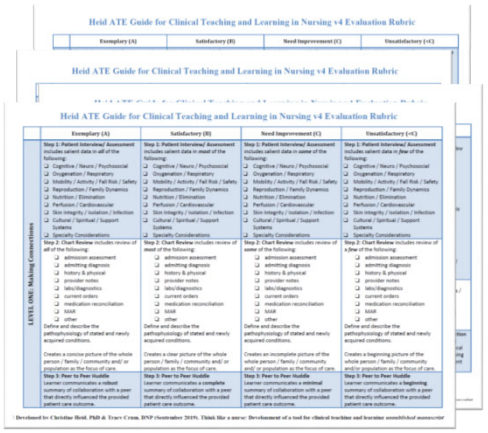

Heid ATE Guide Resources for Clinical Faculty and Students

Heid ATE Guide for Clinical Teaching and Learning © v4

Recommendations for Use

Evaluation Rubric

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Sample Daily Timeline

Online Clinical Experience using Heid ATE Guide for Clinical Teaching Learning

Time	Clinical Activity	Rec for Use Steps	Interaction	Modality
TBD	Clinical preparatory activities		Individual	As assigned
15 mins	Pre-Conference	*10*	Group	Web Conference
15 mins	*Get beside report from nurses*			*Clinical Scenario*
2 hours	**Level 1 Making Connections** *Meet patient and review records* *Document assessment findings*	*1, 2*	Individual	Clinical Scenario EHR
15 mins	Peer – to – Peer Huddle	*3*	Peer	Video Chat/Text
1 hours	**Level 2 Clinical Prioritization Guide**	*4, 5*	Individual	LMS Discussion
15 mins each	Just – In – Time Clinical Instruction	*6*	Student-Faculty	Virtual Office Hours
1 hour	**Level 3 Transitional Care**	*7*	Individual	Clinical Scenario
15 mins each	*Faculty review of students documentation*		*Student-Faculty*	EHR
30 mins	Midday Conference	*10*	Group	Web Conference
15 mins	Moving Beyond	*8*	Peer	Group Breakouts
30 mins	**Level 4 Structured Reflection**	*9*	Individual	Clinical Scenario
1 hour	Post-Conference	*10*	Group	Web Conference
30 mins	**Evaluation Rubric** *Individual clinical reflection journal*		Student-Faculty	Assignment repository Online journal

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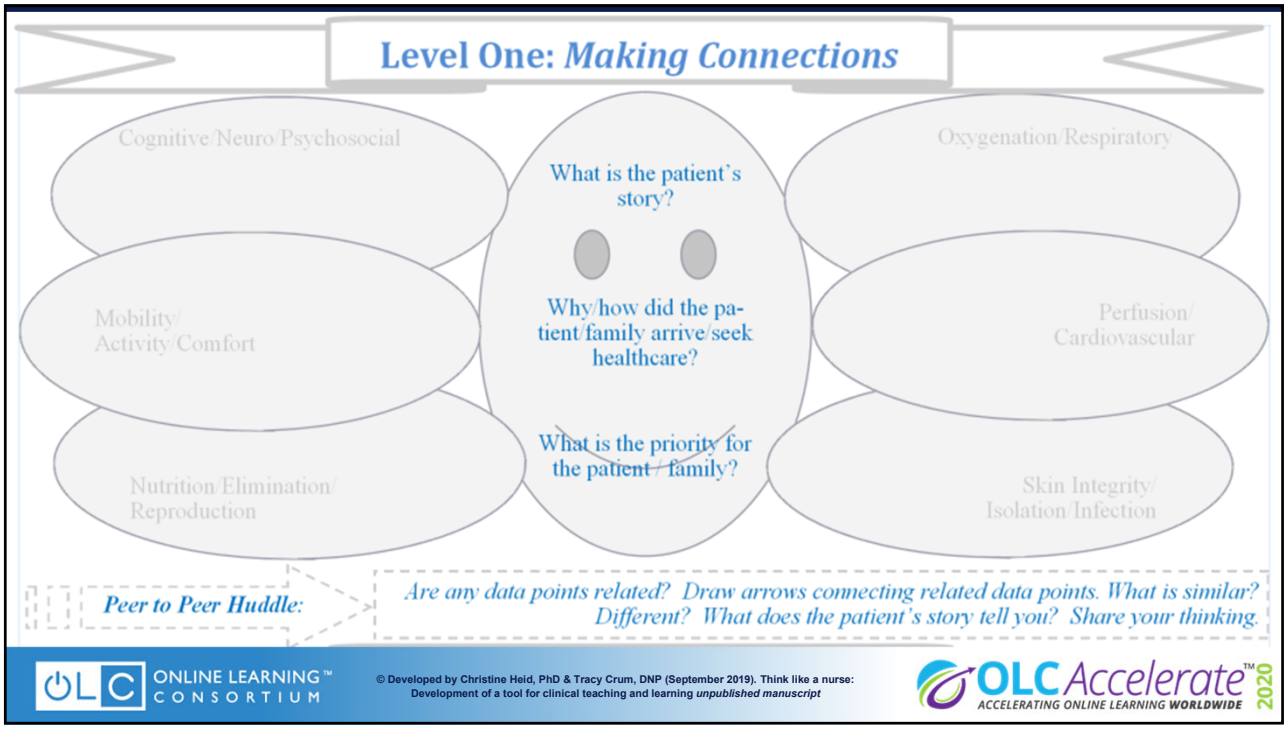
Level One: Making Connections
Cognitive/Neuro/Psychosocial
Oxygenation/Respiratory
What is the patient's story?
Why/how did the patient/family arrive/seek healthcare?
What is the priority for the patient / family?
Mobility/ Activity/Comfort
Perfusion/ Cardiovascular
Nutrition/Elimination/ Reproduction
Skin Integrity/ Isolation/Infection
Peer to Peer Huddle:
Are any data points related? Draw arrows connecting related data points. What is similar? Different? What does the patient's story tell you? Share your thinking.
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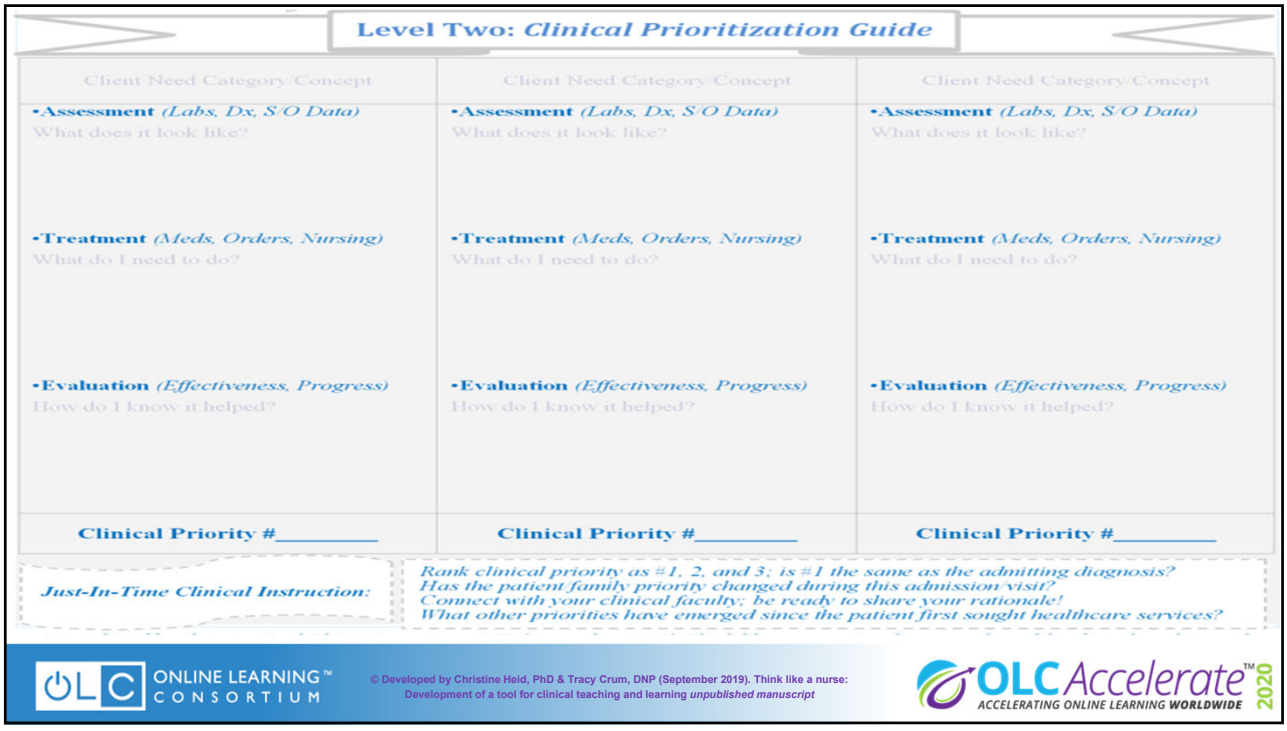
Level Two: Clinical Prioritization Guide
Client Need Category/Concept
Client Need Category/Concept
Client Need Category/Concept
•Assessment (Labs, Dx, S/O Data)
What does it look like?
•Assessment (Labs, Dx, S/O Data)
What does it look like?
•Assessment (Labs, Dx, S/O Data)
What does it look like?
•Treatment (Meds, Orders, Nursing)
What do I need to do?
•Treatment (Meds, Orders, Nursing)
What do I need to do?
•Treatment (Meds, Orders, Nursing)
What do I need to do?
•Evaluation (Effectiveness, Progress)
How do I know it helped?
•Evaluation (Effectiveness, Progress)
How do I know it helped?
•Evaluation (Effectiveness, Progress)
How do I know it helped?
Clinical Priority #_____
Clinical Priority #_____
Clinical Priority #_____
Just-In-Time Clinical Instruction:
Rank clinical priority as #1, 2, and 3; is #1 the same as the admitting diagnosis?
Has the patient/family priority changed during this admission/visit?
Connect with your clinical faculty; be ready to share your rationale!
What other priorities have emerged since the patient first sought healthcare services?
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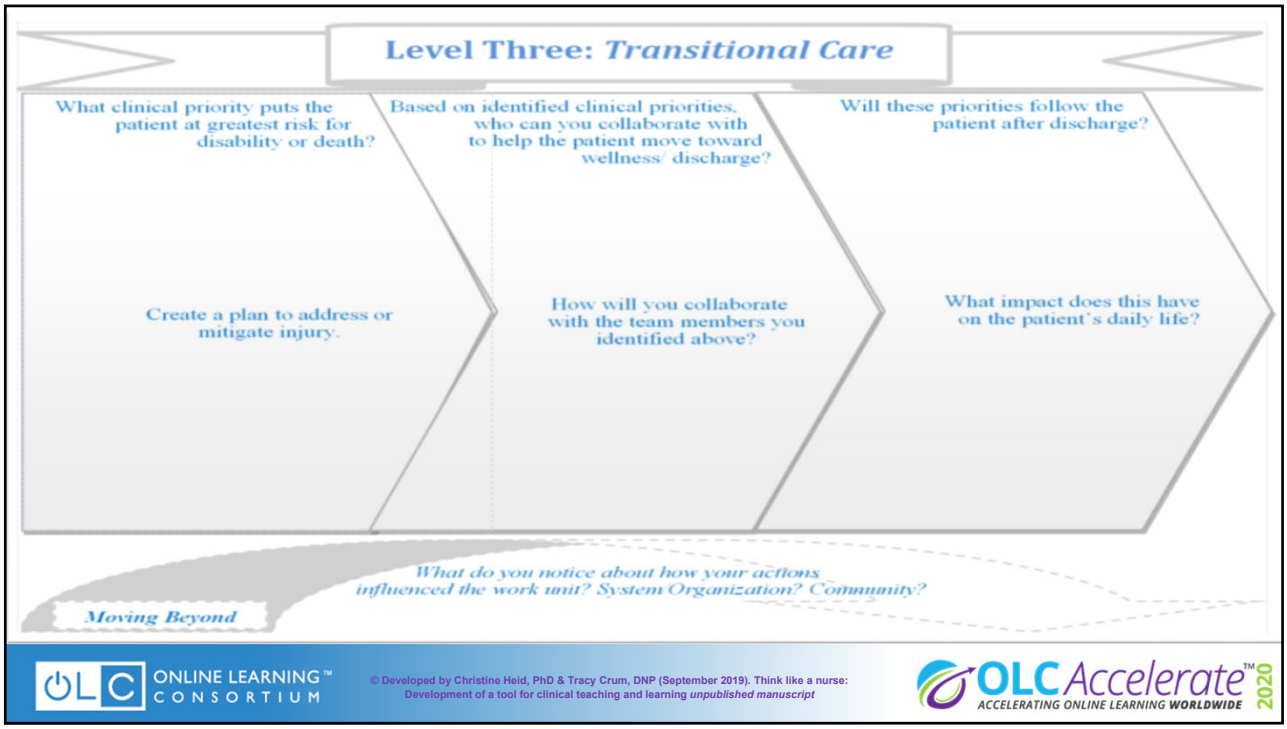
Level Three: Transitional Care
What clinical priority puts the patient at greatest risk for disability or death?
Based on identified clinical priorities, who can you collaborate with to help the patient move toward wellness/ discharge?
Will these priorities follow the patient after discharge?
Create a plan to address or mitigate injury.
How will you collaborate with the team members you identified above?
What impact does this have on the patient's daily life?
What do you notice about how your actions influenced the work unit? System Organization? Community?
Moving Beyond
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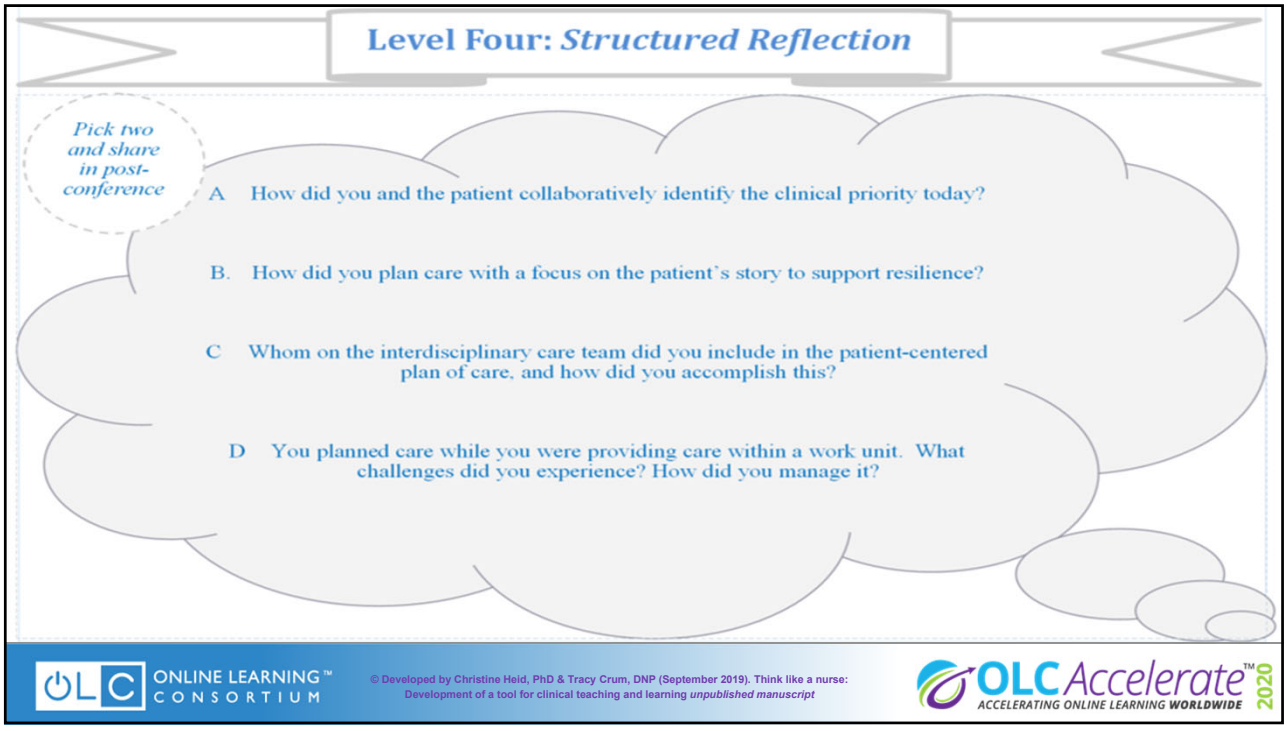
Level Four: Structured Reflection
Pick two and share in post-conference
A How did you and the patient collaboratively identify the clinical priority today?
B. How did you plan care with a focus on the patient's story to support resilience?
C Whom on the interdisciplinary care team did you include in the patient-centered plan of care, and how did you accomplish this?
D You planned care while you were providing care within a work unit. What challenges did you experience? How did you manage it?
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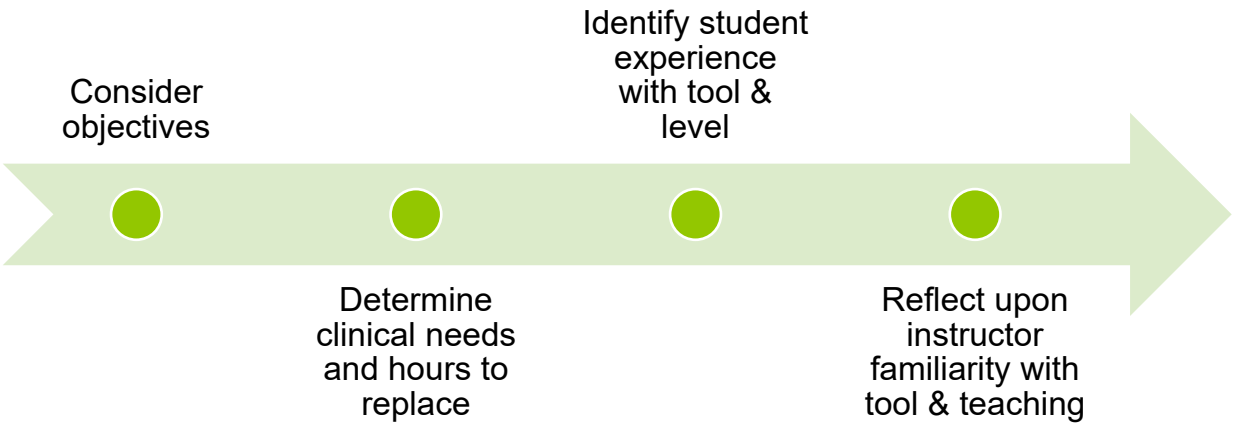
Results/Conclusion

- Establish time frames; moderate synchronous and asynchronous time.
- Everyone must participate. Establish deliberate breakout sessions or group discussion for peer to peer.
- Track student discussion; include separate structured reflection questions from Level 4 in journal.
- Ensure inclusivity; facilitate participation and support individual accountability for engagement.

Discussion / Recommendations



Ongoing Research and Application

Areas of Investigation

- ✓ Online case studies in lecture, lab, simulation, and clinical environments
- ✓ Use in variety of settings (online, hybrid, preceptor)
- ✓ Non-clinical prerequisite courses
- ✓ Didactic introduction of disease process
- ✓ Novice to experienced student

Research Trajectory

- Evaluation of psychometric properties
  - Mixed methods
  - Multi-site
  - Multi-program
- Longitudinal
- Interprofessional adaptation

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Thank You and Contact Information

We would love to hear from you again...

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