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.
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)

Purpose & Background

MATERIALS & METHODS:
HEID ATE GUIDE FOR CLINICAL TEACHING & LEARNING© V4

Level One:
Making Connections

Level Two:
Clinical Prioritization Guide

Level Three:
Transitional Care

Level Four:
Structured Reflection

Peer to Peer Huddles ● Just-In-Time Clinical Teaching ● Clinical Conference

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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**

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

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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?

Moving Beyond

What do you notice about how your actions influenced the work unit? System? Organization? Community?

Level Four: Structured Reflection

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?
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

Consider objectives

Identify student experience with tool & level

Determine clinical needs and hours to replace

Reflect upon instructor familiarity with tool & teaching
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

Ongoing Research and Application

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

Thank You and Contact Information

We would love to hear from you again...

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References


References Continued


