

Virtual Clinical Education Resources

Goals:

1. Identify ATs who are treating patients via telehealth currently (to learn more about pitfalls and challenges)
2. Identify ATs who are treating patients via telehealth currently and involving students (to discuss what is working / not working)
3. Identify the system (Microsoft Teams, ZOOM, iPhone, etc.) that is being used
4. Identify challenges to having students “observe” healthcare providers in these settings (HIPAA, clinical contracts, etc.)
5. Identify alternatives to virtual clinical education (standardized patients, simulation, etc.)
6. CAATE Responses to Current Situation regarding virtual clinical education
7. What resources are available with regard to telehealth / telemedicine, including virtual SPs?

List of Supplies for Use at Home During Pandemic

1. Goniometer
2. Reflex hammer
3. Stethoscope
4. Sphygmomanometer
5. Glucometer
6. Pen light
7. Tape measure
8. Ace wrap

9. Pulse oximeter
10. Peak Flow Meter

Best Practices in Virtual Clinical Education Resources

Virtual Reality, Web-Based Simulations, and Artificial Intelligence:

- Prepare to treat a patient with suspected COVID-19 (from Body Interact): <https://covid19.bodyinteract.com/#biapp>
- Virtual Healthcare Experience with pediatrics, mental health, emergency, and surgical components: <https://de.ryerson.ca/games/nursing/hospital/map.html>
- MedScape: <https://www.medscape.org/simulation>
- Shadow Health <https://www.shadowhealth.com/>

Alternative Learning Experiences

- <https://icollaborative.aamc.org/collection/covid19-alternative-learning-experiences/>: Domains of learning tasks and experiences include medical knowledge, patient care, interpersonal skills, professionalism, systems based care, and practice-based learning

Cases

- Johns Hopkins Medicine Case Studies: <https://www.hopkinsmedicine.org/gec/studies/>
- Sim Tech Scenarios: <http://www.thesimtech.org/scenarios>
- Montgomery College Simulation Scenario Library: <https://www.montgomerycollege.edu/academics/departments/nursing-tpss/nursing-simulation-scenario-library.html>
- ATI Real life Scenarios: <https://www.atitesting.com/educator/solutions/real-life/scenarios>

Skill Practice

- University of Washington Heart Sounds and Murmurs: <https://depts.washington.edu/physdx/heart/demo.html>
- Easy Auscultation: <https://www.easyauscultation.com/>

Telemedicine Resources:

- Association of Standardized Patient Educators Distance Learning & Telehealth Resource List: <https://www.aspeducators.org/assets/2020Annual/ASPE%20Resource%20List%2003.17.20.pdf>
- Notification of Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency: <https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>
- Telehealth (Telemedicine) for Musculoskeletal Care: <https://riskandinsurance.com/wp-content/uploads/2019/10/Telehealth-White-Paper.pdf>
- How to Conduct an Outpatient Telemedicine Rehabilitation or Prehabilitation Visit: https://onlinelibrary.wiley.com/doi/pdf/10.1002/pmrj.12380?casa_token=SAL9iGhGZWYAAAAA:G0j_pL4HpYkOYi8X_PoLHOsi1w7_WA8IPEFKkICVOCSZQMir1Ch97hR7DvlqDnJwF66nbLOJ-eTQCwd0w
- Telehealth Physical Therapy in Musculoskeletal Practice: <https://www.jospt.org/doi/pdf/10.2519/jospt.2018.0613>
- Impressions of Telemedicine in Athletic Training Education: <https://search.proquest.com/docview/2247988297?pq-origsite=gscholar>

Developing Standardized Patients

- Armstrong KJ, Walker S. Standardized patients, part 2: Developing a case. *Int J Athl Ther Trai*. 2011;16(3):24-29. doi:10.1123/ijatt.16.3.24
- Walker S, Armstrong KJ. Standardized patients, part 4: Training. https://www.researchgate.net/profile/Stacy_Walker2/publication/258312059_Standardized_Patients_Part_4_Training/links/5592fa9b08aed7453d464e77/Standardized-Patients-Part-4-Training.pdf
- Armstrong KJ, Walker SE, Jarriel AJ. Standardized patients, part 3: Assessing Student Performance. [https://s3.amazonaws.com/academia.edu.documents/6980526/10Armstrong.pdf?response-content-disposition=inline%3B%20filename%3DStandardized_Patients_Part_3_Assessing_S.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=ASIATUSBJ6BAJJSBH3VW%2F20200427%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200427T184847Z&X-Amz-Expires=3600&X-Amz-Security-Token=IQoJb3JpZ2luX2VjEjV%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaCXVzLWVhc3QtMSJHMEUCIGWbGtlz1n8txENnu6T%2F1aQtns%2FxFPAQ3jU1HLd0kW54wAiEA%2FXYQRmyMFsHR7%2FT99jDZ3QVt0VMAicVYeClnzTNig0cqVQMIxP%2F%2F%2F%2F](https://s3.amazonaws.com/academia.edu.documents/6980526/10Armstrong.pdf?response-content-disposition=inline%3B%20filename%3DStandardized_Patients_Part_3_Assessing_S.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=ASIATUSBJ6BAJJSBH3VW%2F20200427%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200427T184847Z&X-Amz-Expires=3600&X-Amz-Security-Token=IQoJb3JpZ2luX2VjEjV%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaCXVzLWVhc3QtMSJHMEUCIGWbGtlz1n8txENnu6T%2F1aQtns%2FxFPAQ3jU1HLd0kW54wAiEA%2FXYQRmyMFsHR7%2FT99jDZ3QVt0VMAicVYeClnzTNig0cqVQMIxP%2F%2F%2F%2F)

[%2F%2F%2F%2F%2FARAAGgwyNTAzMTg4MTEyMDAiDPJ83L8XpAU0144qOSqRAz%2F3BjHO5K9JyZ8daaUtNYaypCrUW4FcDBgj6i40u5a%2FcgkStZhDm2dpVVF3QhiWqUrtT3JivqrkQjAi%2BpTXglyjvzLy%2BoPxnmyqvhqyYqibSrF3qwbZHDh8sD2wkJExmi55JwIG0IruJqHa3w5VdtikPsyOeAdqJm%2B3tEKJNjHM5j0OyEkQGUKfgxL%2FnZMUHy0WzIq0e65BNalXDP%2FUyOrkmYOnzO6DeduCp1vfO%2Bnm6xdsb1HGUwmJgZVH0QD4piRHdjsP6a%2FBDrO3x84zzf20m4XOmF2XtpYRFjNk1bG3sZpljfZkWF5Pk0sVLX7zkS7Y8%2FVDJWlcniddo0JrqTJGHh%2FY5Txj7zbuJiAWRJuf%2BPTeQxkfwmg%2BzfiTy1ZsA8KixwkeTYTEu%2FjMON2lgerPoHXOGGBfaK7qi1OpjyTa6ZOtAbMeV35T%2BO35lpy4EINJnZ7vodTANYMhkm7QAdhrx75GEya2m4nnb4sepVLys3tzeccOP61Y64%2BI2MQ8%2F3IVLAtHQZKxSiT74klf%2FMO%2FFnPUFOusBpSzh0Tfaljwjq%2Bc0ehXgyNi%2FC%2Bh6Wim8UmuVVRmHe2tk3%2Fn%2F3vWJgbQonp4a839ghLC7HQRQvU4VsxYt16pDpLdQZRaZCHtOWeoVmPDORNQeHX8tbOv1d2i6bXKID8%2BuSoLwDGVbkgGJu04BC%2FB7lguYMEykCT8rbY9IY6xov30%2F2ApbPaBSqDFDRk%2Bmy%2FPfNrbx6CbowJYxpQFFzaOrBgIzAX3J%2FhdVLBLO4un6cE4Q2VFW5rALKFfbGTM2VtLq8%2Fznapi1rUNzAF6Z4m3iwSgbRpA2HaAW60eIH3S8YTR8zSJzaln7YpGA%3D%3D&X-Amz-SignedHeaders=host&X-Amz-Signature=2aa44402a21189d239f3adc64e7fde0fd531e8b72fa2a745861fa232910ea08f](https://caate.net/wp-content/uploads/2020/03/3.19.20-CAATE-Update-Delivery-of-Clinical-Education.pdf)

CAATE Responses to Current Situation regarding virtual clinical education

- <https://caate.net/wp-content/uploads/2020/03/3.19.20-CAATE-Update-Delivery-of-Clinical-Education.pdf>

Other

- Association of Schools advancing health professions - Clinical Education Task Force CoVID-19 Webinar
 - <https://vimeo.com/409594508>
- Effective debriefing tips for simulation-based education
 - <https://icenetblog.royalcollege.ca/2015/02/10/effective-debriefing-tips-for-simulation-based-medical-education/>

This resource has been created by NATA committee members for the purposes of assisting the general membership-at-large. While we have attempted to provide a resource that is both accurate and reflective of the information available at the time of creation, NATA makes no express or implied representation or warranty as to the information contained herein. NATA and the respective authors shall not be liable nor responsible to any person or entity with respect to any loss or damage arising from its use. Athletic trainers should consult and act consistent with all applicable laws, including local and state practice acts, and other rules and policies.