



# Welcome

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Phyllis King  
ASAHP President

# Health Professions Clinical Education in the Time of COVID-19

Clinical Education Task Force

Subcommittee of the ASAHP Education Committee

April 17, 2020

Moderators: Julie O-Sullivan Maillet, Ph.D., RDN, FASAHP, Chair

Bob McLaughlin, Ph.D., FASAHP

Peter Hu, Ph.D., F.A.C.Sc.

Clinical Education in Transition:  
Recommendations and Strategies  
*A Report of the ASAHP Clinical Education Task  
Force*

1. Develop meaningful strategic partnerships between academic and healthcare organizations to prioritize evolving needs for current and future healthcare.
2. Assess and integrate interprofessional competencies throughout the course of study to meet contemporary competencies required for efficient and effective interprofessional practice.
3. Incorporate effective use of healthcare technology into health professions education and practice (IPP).
4. Advocate within and among healthcare systems, higher education leadership, accreditation and professional organizations, and governmental agencies to foster and support IPP competencies and effective cross-discipline referrals to improve client/patient care.
5. Drive excellence in clinical education through promotion of research and scholarly activity.

*J Allied Health* 2019;48(4)237-247

# STUDENTS IN CLINICAL EDUCATION



## Engaging with Clinical Partners During the COVID-19 Crisis

- *How are academic programs and clinical partnerships meeting mutual needs?*
- *What disciplines are allowed to remain on service and which are prohibited?*
- *What criteria will determine when settings will again take students?*



# PRE-CLINICAL TRAINING



Preparing Students to (Re-)enter the Workforce in a Time of Crisis

- *Training as reassurance of preparedness to clinical sites, preceptors, and patients*
- *What content to include: COVID-19 specifically, infection risks, PPE, physiology, health disparities and access?*
- *What competency outcomes are desired and how may they be assessed?*
- *What educational tools are available to shift more education pre-clinically?*

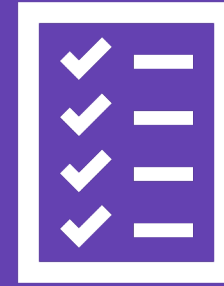
# INNOVATIVE APPROACHES TO CLINICAL TRAINING



## Flexibility in Clinical Learning Methods

- *What may be substituted for direct patient care experience?*
- *Simulation learning platforms*
- *Telecommunication in practice and in training*
- *Procedural and equipment training*
- *Interprofessional practice and learning, the science of teamwork*

# SHIFTING REQUIREMENTS



- Keeping Abreast of Options
  - *Professional accreditation*
  - *CMS*
  - *State rules and regulations, including licensure rules and emergent exceptions*
  - *Institutions: reduced credit hour/other requirements, shifting training to employers*

# DEVELOPING RESEARCH AND SCHOLARSHIP



## Disseminating Knowledge to Increase Future Adaptability

- *Ongoing research efforts?*
- *How are various educational constituents affected by the pandemic?*
- *How can academic/health-systems partner in workforce preparation?*
- *How can competency assessments facilitate accreditation standards?*
- *Efficacy of in-person vs. virtual/simulation clinical learning models?*
- *Qualitative studies of clinical learning in a crisis?*
- *Approaches to re-integration of learners to the clinical environment?*

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## Next Steps for ASAHP



Please let ASAHP know your suggestions how to support and promote academic and clinical partners to create effective clinical education models for this era.

- *Targeted webinars?*
- *Posting questions on the website?*
- *Posting changing national regulations?*
- *Research and scholarship?*
- *ASAHP Members: interest in joining online community to discuss clinical education and share resources?*

# Resources

## Clinical Education Task Force

- Visit website: <http://www.asahp.org/cetf>
- Become a working member of CETF: [cetf@asahp.org](mailto:cetf@asahp.org)
- Suggestions or questions to CETF: [cetf@asahp.org](mailto:cetf@asahp.org)
- Source document: ASAHP Clinical Education Task Force. Clinical education in transition: Recommendations and strategies. *Journal of Allied Health*, 2019:48(4)237-247

## ASAHP Education Committee

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