

Equivalency of Clinical Skills: Identifying & Quantifying Required Skills for a Clinical Rotation

Workshop Facilitators:

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Objectives:

Upon completion of this workshop, the participant will be able to:

- 1) Discuss ARC-PA documentation requirements for equivalency of clinical sites/experiences.
- 2) Discuss the use of required clinical skills to help define equivalency.
- 3) Identify minimal requirements in a skills set for a specific clinical rotation (EM).
- 4) Discuss methods of tracking clinical skills and their pros and cons.
- 5) Identify methods of verification of student data of skills completed.

Overall Description:

If in compliance with ARC-PA Standards, every program has ER experience as a requirement for students. The question is, do all the sites and all the rotations meet the Standard of “equivalency”? During this workshop we will explore one measure of equivalency – the type and number of procedures performed by the student. Working in small groups with your peers, you will identify which procedures ALL students must be exposed to and/or perform while on an ER rotation. This will be followed by discussions of methods of tracking and of verifying these experiences. And we won’t forget the question of “how many is enough?”

Discussion Part I:

While equivalency across clinical sites is important in ensuring a comprehensive medical education, creating procedural skill sets are often difficult. The inclusions constituting a suitable procedure checklist are often quite complicated and complex.

Guiding Questions:

- 1) What skills are necessary to meet equivalency requirements?
- 2) What can realistically be expected in a four-week rotation?
- 3) Do the selected skills fulfill mission of your program?
- 4) Do the selected skills fulfill identified needs across your region?
- 5) How does the list created today compare to your program's skill sets?

Discussion Part II:

The process of clinical skills evaluation must be validated and verified for effectiveness. Introduction of a simple skills checklist has a positive influence on the number of procedures either performed or observed in an emergency room setting.

Guiding Questions:

- 1) Do you have a skills checklist?
- 2) How do you track your clinical skills?
- 3) How do you measure skill competency from the checklist?
- 4) How do you measure the student's assessment of competency?
- 5) How is your checklist verified for accuracy?

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