



Bates' Visual Guide to Physical Examination[®]:

**Improve engagement and clinical skills, and
encourage active learning**

Integrating video modules into the clinical curriculum of a PA program



Wolters Kluwer

Anne Walsh, Professor and Clinical Faculty of the Physician Assistant Studies program at Chapman University in Orange, CA, has been incorporating the video collection of ***Bates' Visual Guide to Physical Examination*** into her History and Physical Diagnosis (HPD) course since 2019. Having extensive student experience with the *Bates Guide to Physical Examination and History Taking* textbook – the “gold standard” of history and physical exam preparation – since her own PA training in 1998, she advocates strongly for the video collection every year during the department’s annual resource review. Over time, it has proven to be an effective active learning tool for the current generation of students – who can struggle with applied learning – by increasing their engagement and usage and improving their clinical skills and knowledge retention.



About Chapman University

Chapman University is a private University in Orange, California with an enrollment of over 9,500 students. It offers over 100 Bachelor’s, Master’s, and doctoral degree programs. The nationally-ranked MMS in Physician Assistant Studies program is located on the Rinker Health Sciences campus in Irvine, CA and offers a 24 month didactic plus clinical curriculum that prepares graduates with the skills and knowledge to function in a broad variety of clinical specialties.

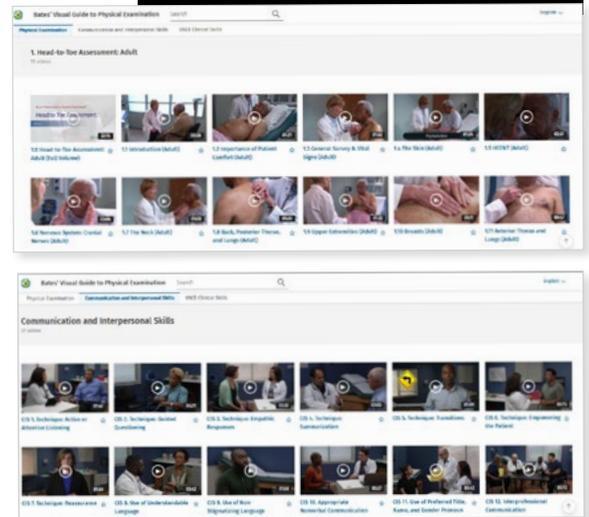


The challenge:

Sufficient student engagement for applying learning in clinical situations

Walsh points out that today's students have varying levels of motivation to learn, can rely too heavily on memorization, and struggle with applied learning. This has had a significant effect on teaching methods and strategies as well as how students absorb instruction. In addition, Walsh believes the COVID-19 pandemic — which reinforced passive learning — has also had an impact on how students prepare for labs, lectures, and exams. Teachers in Chapman's PA program employed new teaching methods — moving more deliberately through the material and more frequent reiteration of key concepts and techniques to ensure students have grasped the information — to manage this new learning landscape.

"My students love videos. They will watch them over and over."



The solution:

Boosting engagement, skills, and clinical reasoning with *Bates' video modules*

To address the changing needs of the PA students at Chapman University, Walsh and her colleagues recognized the need for an engaging, reliable tool to support their adjustments to their teaching. That's why, year after year, the department continues to maintain its subscription to the *Bates' Visual Guide to Physical Assessment* video collection.

Videos are used before, during, and after lectures and labs, depending on the objectives of each module and the topics being discussed. They are often assigned as preparatory material so students can familiarize themselves with techniques and terminology prior to lectures. Checklists are usually included. When used prior to lab sessions, videos are intended to reinforce techniques so students can perform them more accurately and confidently in the lab with their peers. During lectures, *Bates'* videos complement teaching; clips are played to demonstrate techniques and instructors can pause, rewind, and forward to elaborate on technical nuances and answer questions. At Chapman, videos are also used in conjunction with Standardized Patient training, which involves individuals trained to portray patients in simulated scenarios to give students a sense of potential patient responses and movements during the physical exam. Regardless of how they're used, students are armed with lecture slides, a checklist of what they're expected to perform, a link to the video, and the book chapter.

Feedback from students is strongly encouraged and discussions allow everyone to reflect on how videos have helped their understanding and skills, areas for improvement, or additional resources. This regular feedback has revealed that students prefer watching videos to reading textbooks and thus are more apt to engage with video content, even neglecting textbooks altogether. And while some students initially overlook the value of the *Bates'* videos, they realize their importance — for reinforcing learning and observing accurate physical exam performance — later in the course and regret not using them from the beginning.

About *Bates' Visual Guide to Physical Examination*

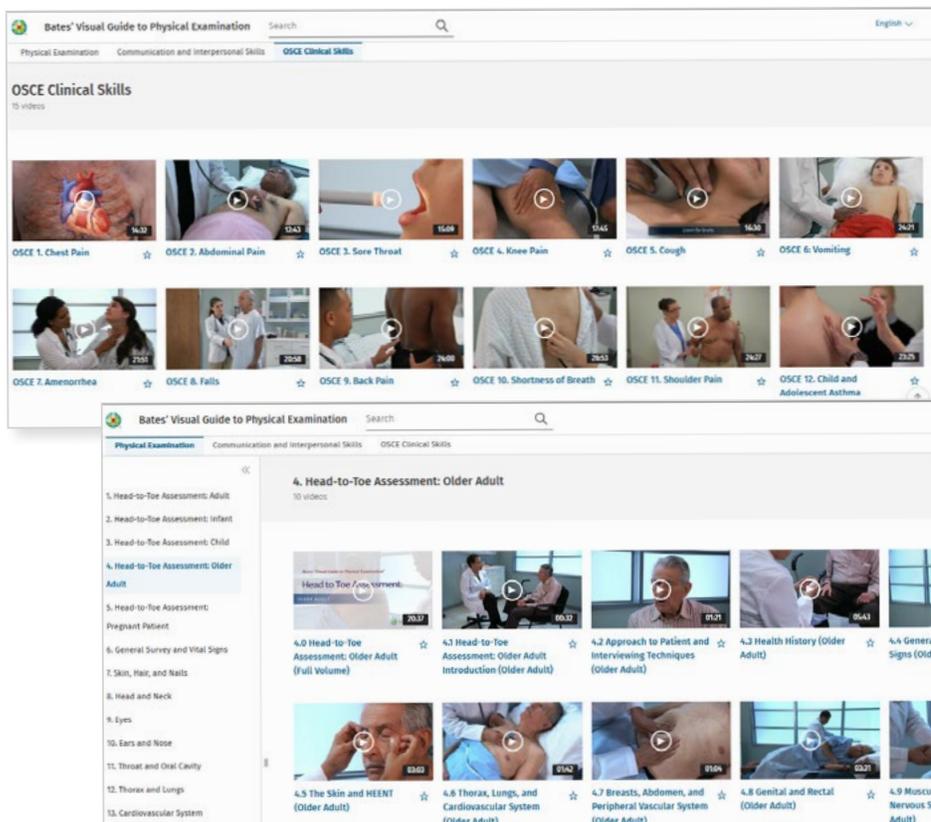
Based on the highly-regarded *Bates' Guide to Physical Examination and History Taking* textbook, this video collection provides interactive technical training, focusing on clinical accuracy, patient diversity, and building confidence to improve clinical practice, prepare students for boards, and standardize instruction across the institution. Videos present step-by-step, head-to-toe and systems-based physical exam techniques and interpersonal and communications skill-building scenarios (OSCE clinical reasoning modules are an optional add-on feature). The collection allows for self-study, remediation, and feedback between instructors and students. Navigation between videos is seamless and the product integrates with an LMS or online curriculum.

New feature spotlight: Communication and Interpersonal Skills

Effective patient communication is a critical skill for any student enrolled in the health science program — for identifying symptoms, making accurate diagnoses, and creating appropriate treatment plans. More than 30 videos were added recently to the *Bates'* collection to instill in trainees the importance of effective communication. Topics include active and attentive listening, disclosing serious news, rapport with LGBTQ adults, and more.

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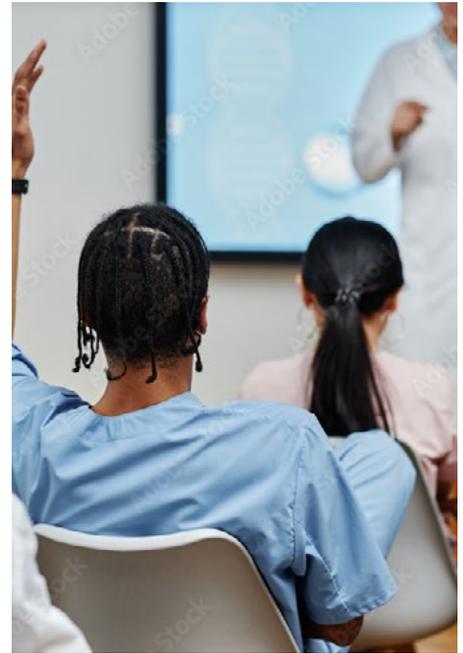
Conclusion: Key takeaways

Walsh and her colleagues at Chapman University have devised ways to successfully integrate *Bates' Visual Guide to Physical Examination* videos into their PA training to promote active learning and equip students with the skills they need for eventual professional practice. It's clear that the videos have resulted in:

- **Enhanced student engagement:** student feedback reveals preference for videos over textbooks, especially for learning history and physical diagnosis.
- **Proactive learning:** Video assignments prior to lectures and labs that help students prepare for more productive sessions
- **Skills reinforcement:** 24/7 accessible references for revisiting learning and building confidence
- **Diverse array of patients and clinical scenarios:** Broad spectrum of true-to-life scenarios replicating real-world clinical encounters

The following recommendations for approaching how to implement the videos into a curriculum can go a long way towards supporting both faculty-led instruction and self-paced student learning:

- **Meet students where they want to learn.** Today's students demand and expect visual and interactive resources to reinforce knowledge and skill retention and application.
- **Be flexible in how videos are integrated.** Depending on the topic, clinical scenario, and objectives of the course, integrate videos before, during, or after labs, lectures, and other team-based exercises.
- **Provide structure.** Use checklists and guided assignments to help students focus on key points in the videos as well as specific learning objectives.
- **Encourage regular feedback.** Input from students on how they interact with the videos helps instructors finetune lessons, teaching, and curricula.
- **Explore new features and additions to the video collection.** The communication and interpersonal skills videos are a critical component of clinical training and can help students learn how to provide holistic patient care.



Learn more

Contact sales@Ovid.com to find out how a subscription to *Bates' Visual Guide to Physical Examination* can help your students prepare for clinical practice. Product demos and free trials are available.