

**Community Health Aide Program  
Field-Based Training Center Instructor**



Welcome to CHAP

This manual is a guide to the orientation process to become a Field-Based Training Center Instructor for the hands-on skills and clinical portions of a Basic Training Session.



**WELCOME** to the Community Health Aide Training Program (CHAP). CHAP Training has expanded beyond the formal Training Centers at ANTHC, NSHC, TCC and YKHC. This allows the students to stay closer to home and allows the community and local providers to participate in, and observe their student in training.

To offer session training outside the recognized Training Centers, an organized process for vetting local providers as Field-Based Training Center Instructors, is necessary. This manual is a guide to the orientation, training, mentoring, and peer review processes of becoming a Field-Based Training Center Instructor for the hands-on skills and clinical portions of Basic Training. It is not intended to be used as orientation, training, mentoring, or peer review for SI/CI or Field Providers working on Post-Session Learning Needs or other field related follow-up.

# CHAP Skills and Clinical Instructor Training for Field-Based Training Center Instructor

## Overall Orientation

Orientation of the Field-Based Training Center Instructor must include:

- Online eCHAM training
- Review of the CHA Basic Training Curriculum and Process Overview
- Reading the “About” section in the CHAM  
(<https://access.echam.org/exist/index.html#C01-Acknowledgements>)
- Being familiar with the Alaska CHAP website ([akchap.org](http://akchap.org))

## Orientation to Skills/Clinical Instruction

- Review the Curriculum objectives
- Verify your Curriculum is current
- Review Lesson Plan
  - Verify all curriculum learning objectives are present
  - Revise lesson plan if desired to meet individual teaching style
  - Note the learning level for each skill (link to intro to curriculum)
- Review CHAM technique
  - CHAM technique must be taught
  - See Orientation Checklist in Appendix C
- Observe classes taught by experienced instructors
- Participate in return demonstrations
- Be instructor for return demonstrations
  - Assess student mastery of skill; discuss with mentoring instructor
- Observe several classes taught by experienced instructors (lecture, return demo, major body system, return demo) relevant to intended assignments of Field Instructor
  - See Orientation Checklist in Appendix C
- Practical Exams (<http://www.akchap.org/html/library/academic-review-committee.html>)
- Observe clinic encounter supervised by experienced instructor
- Be observed in the clinical teaching role by an experienced instructor in the Training Center and Field Setting
  - Assess student mastery of skill; discuss with instructor
  - Complete Clinical Evaluations per Training Center Policy
  - Peer Evaluation per Training Center Policy

NOTE: Field-Based Training Center Instructors will be held to the same QA standards and requirements as the other instructors as their training center, including periodic peer evaluations and student evaluations.

## Appendix A: Required Reading

- CHA Basic Training Curriculum and Process Overview
- Overview of the Alaska Community Health Aide Program in CHAM  
(<https://access.echam.org/exist/index.html#C03-Overview>)

- Common abbreviations in CHAM (<https://access.echam.org>)
- How to Use the CHAM (<https://access.echam.org>)
- Strategies for Teaching/Demonstrating a Skill ([see page 8](#))
- Guidelines and Prompts for Clinical Training ([see page 10](#))

#### Appendix B: Optional Reading

- The Alaska Health Aide Program, A Tradition of Helping Ourselves. Written by Phillip Nice with Walter Johnson, 1998.

#### Appendix C: Checklist

This list can be individualized according to the intended assignments of the Field Instructor (e.g. Session I topics for Session I Field Instructor). This checklist can be printed as an 11x14 document (<http://www.akchap.org/html/library/basic-training-centers.html>)

**FIELD-BASED TRAINING CENTER INSTRUCTOR ORIENTATION CHECKLIST**

Skills class (Session I)	Date	Observed/initials	Date	Demonstrated/initials	
Eye exam/skills					
Ear exam					
Respiratory exam					
Digestive exam					
Screening PE					
Blood Draw					
IVs					
Injections					
Epinephrine injection					
Wound care					

Skills class (Session II)	Date	Observed/initials	Date	Demonstrated/initials	
Plaster splinting					
PPD					
Wound care					
Ear exam					
Respiratory exam					
Circulatory exam					
Digestive exam					
Musculoskeletal exam					
Nervous system exam					
Prenatal exam					

Skills class (Session III*)	Date	Observed/initials	Date	Demonstrated/initials	
Immunizations					
Abscess care					

Skills class (Session IV)	Date	Observed/initials	Date	Demonstrated/initials	
Eye exam/skills					
Diabetes foot exam					

*\*Well Child, Prenatal, Chronic Care, and STI skills can be observed and demonstrated in the clinical rotations.*

Skills class(Region Specific skills to evaluate)	Date	Observed/initials	Date	Demonstrated/initials	

Clinic (Session I)	Date	Observed/initials	Date	Demonstrated/initials	
Acute care					
Ear exam					
Respiratory exam					
Digestive exam					
Screening PE					
Sick Child					

Clinic (Session II)	Date	Observed/initials	Date	Demonstrated/initials	
Acute care					
Respiratory exam					
Circulatory exam					
Digestive exam					
Screening PE					
Sick Child					
Prenatal exam					

Clinic (Session III)	Date	Observed/initials	Date	Demonstrated/initials	
Sick Child					
Return Prenatal Visit					
Well Child Check					
Male STI visit					
Female STI visit					

Newborn exam				
Postpartum exam				

Clinic (Session IV)	Date	Observed/initials	Date	Demonstrated/initials
Chronic Care				
Return Prenatal Visit				
Well Child Exam				
Female Exam/Breast Exam				

Clinic (Region specific clinical rotations to evaluate)	Date	Observed/initials	Date	Demonstrated/initials

CLASSROOM					
Session 1	Date	Observed/initials	Date	Demonstrated/initials	Comments
Session 2					
Session 3					
Session 4					

FIELD-BASED TRAINING CENTER INSTRUCTOR NAME: \_\_\_\_\_  
 TRIBAL HEALTH ORGANIZATION: \_\_\_\_\_  
 CHAP TRAINING CENTER’S NAME: \_\_\_\_\_  
 TRAINING CENTER COORDINATOR SIGNATURE: \_\_\_\_\_

Revised: 8/30/2018

Appendix D: Clinical Training Peer Evaluation Form for Field-Based Training Center Instructor

**Clinical Training Peer Evaluation Form for Field-Based Training Center Instructor**

**Date:** \_\_\_\_\_

**Trainer:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

- Encourages the student to do as much as of the CHAM work-up as s/he can on her/his own.
- Observes the entire encounter.
- Encourages the student to explore the positive history findings.
- Promotes and models CHAM exam techniques.
- Verifies all exam findings.
- Encourages the student to review of the assessment chart and choose the best assessment.
- Encourages the student to review all applicable parts of the plan, including.
  - The reporting options.
  - The medicine “Warnings” box.
  - The medicine Patient Ed.
  - The assessment Patient Ed.
  - The Recheck plan.
- Does not add to the history, exam, or patient education until the student has completed that section in the CHAM.
- Uses appropriate medical terminology for instruction.
- Reviews the student’s write-up for adherence to the CHAP Documentation Guidelines.
- Completes the Clinical Evaluation and PEF Review form for each encounter.

**Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Strategies for Teaching/Demonstrating a Skill

## Anticipatory/Opening Set

### Prepare student for Learning

1. Decrease Anxiety - Create a supportive, open, respectful learning environment.
2. High Motivation - Stimulate interest. Be alive. Enthusiasm is contagious.
3. Determine current knowledge level.
4. Show Relevancy - Give rationale for why need to know.
5. Establish Relationship - Build upon prior knowledge, Establish Links.
6. Logistics, Dos and Don'ts of procedure - Ask questions or save questions or I'll explain the information and then you will practice the skills.

### Set Objectives

1. Preview - What's coming?.
2. Clearly communicate what you expect the learner to do. You will be able to... Road map of where you are going.
3. Specific Focus - Pay attention to... Notice how she/he does this part of the exam.
4. State expected level of proficiency.
5. Establish time limits.
6. Level of acceptable error.

**Presentation** - Tell, show, illustrate, discuss, question, emphasize and summarize major points. Involve all the senses.

**Show Relevancy** - must make sense to the learner.

1. Provide background information, place in context. Help build learning connections.
2. Establish need – discuss why a skill is best done in a certain way.

### **Encourage Questions**

1. Asking questions help people understand and apply knowledge. Discussions involve everyone in the learning experience.
2. Helps the educator identify where the learner is in the knowledge acquisition process and understand their perspective.

### **Support Learner Motivation**

1. Create an upbeat, welcoming, supportive, learning environment.
2. Respect learners - incorporate learners' needs, wishes, desires, expectations.

### **Be Supportive**

1. Support efforts towards accomplishment.
2. Recognize proficiency, and encourage achievement of self-confidence.

### **Consider Individual Differences**

1. Individuals have different learning preferences/obstacles (differences in rate of learning, need for repetition and preferred learning channels-visual, auditory).
2. Adjust approach to individual learner.

### **Provide Written Instructions when Appropriate**

1. Provide a concrete way to review/verify material.



2. Encourage extra study time.

**Follow-through**

1. Check to verify progress.
2. Help alleviate trouble areas by offering further explanation and demonstration.

**Closure:** Provide learners with a feeling of achievement, enhance motivation, extend learning.

Summarize

1. Review key learning concepts.

Highlight

1. Restate important points together.

Establish Relationship

1. Connect known to unknown. Apply to similar examples. Extend to new situations. Bridge to new units.
2. Put learners in the driver's seat. Indicate sources/references to expand knowledge and support continued learning.

## Guidelines and Prompts for Clinical Training

1. If skipping things on the CHAM list:
  - A. Inform the student ahead of time that if they skip something, you will let them know.
  - B. Prompts:
    - a. Just point to the skipped line in the CHAM.
    - b. "Look at the line above that."
    - c. "Take a look at the list."
    - d. "You are skipping something."
    - e. "Let's do the \_\_\_\_\_."
2. If not exploring positive history findings:
  - A. You could remind the student ahead of time that all positive history findings should be explored and that you will remind them to do so if they forget.
  - B. At a minimum, the student should ask "When did it start?"
  - C. If needed, you can remind the student to look at the Launch Page HPI for ideas of questions to ask.
  - D. Prompts:
    - a. "Okay, that's a positive finding. How could you explore it?"
    - b. "What else would you like to know about that positive finding?"
    - c. "Let's go back for a minute and explore that positive finding."
3. If using improper (non-CHAM) skill/exam technique:
  - A. Be familiar with the CHAM technique yourself. If you aren't sure, you and the student should look it up on the spot.
  - B. Resist the temptation to teach your own technique if it differs from the CHAM.
  - C. If the student has been taught a technique other than what you are teaching, look it up together in the CHAM.
  - D. Warn the student that if you see an error in technique or a non-CHAM technique, you will interrupt.
  - E. When the patient is present, avoid saying "That way is wrong." Be gentle.
  - F. You can show the proper technique on the spot and review the CHAM with the student later.
  - G. It is best to review the CHAM at some point to reinforce the proper technique and the use of the Reference/Procedure section.
  - H. Prompts:
    - a. "Here's another way to do it."
    - b. "Let's try it this way."
    - c. "Let me show you another way to do it."
    - d. "Here is how I like to do it."
    - e. "Here is the CHAM technique."
    - f. "Here is how the CHAM says to do it."
    - g. "Let's look up the CHAM technique for this."