



A note from CLIPP's Editors-in-Chief

Greetings everyone,

It was great seeing many of you at the COMSEP meeting. The meeting was as always thought provoking and we both learned new ways to teach our students! If you didn't get a chance to attend the workshop discussing ways to teach professionalism through Culture, Communication and the Medical Home, there were three exciting methods showcased to teach these skills including eCLIPPs. There was also a poster discussing initial pilot testing and acceptance of eCLIPPs presented at the COMSEP meeting. If you would like more information about either of these, please contact Jerry Woodhead (jerold-woodhead@uiowa.edu). Leslie Fall (Leslie.H.Fall@i-intime.org) also presented data about student perceptions of CLIPP in a poster on Friday night and was recognized for outstanding research in the poster session.

Mike Dell and Sherilyn Smith
CLIPP Editors-in-Chief

New Case - Dermatology

We are nearing the end of the authoring process of a new case for CLIPP that covers most of the learning objectives related to dermatological problems. Case 32 will have a little different feel than the other CLIPP cases in that the student will work through several cases of patients who have common problems. Topics covered will include:

- acne
- hives
- tinea corporis
- nickel allergy
- infestations (e.g. scabies)
- seborrhea

There will still be a diagnostic network and much of the modeling within the case will be about the accurate descriptions of common rashes in the pediatric population. The case will be available within the next month.

Case Improvements

We are continuing to revise and update the case content this year so you can be assured that CLIPP teaches the most current recommendations.

We are also revising the diagnostic networks in the cases to be more explicit in the clinical reasoning process. We will be breaking down the clinical reasoning process into separate steps to help "unpack" how clinicians think about clinical problems. The students will identify key findings for the case by writing a summary statement, choose the most likely diagnoses for the case from a list of possible diagnoses and then rank the likely diagnoses based on the key findings of the case. At that point, they will compare their prioritized different diagnosis to the expert.

This teaching approach has been successfully used in the SIMPLE cases with positive responses from students. Our hope is that students will be more systematic in their approach to creating differential diagnoses and CLIPP will be more systematic in the teaching of these skills.

CLIPP Final Exam

The CLIPP final exam is a 100-item multiple choice exam drawn from the 300-item question bank that accompanies the CLIPP cases. Each academic year, the questions selected for the final exam are shuffled, preserving a mix of questions across cases. The newest version of the CLIPP exam will be available in July.



Extended CLIPP Scenarios available in July 2010

Med-U will provide access to the Extended CLIPP Scenarios (eCLIPPs) starting with the new academic year. Designed to extend the COMSEP Curriculum, meet ACGME and LCME criteria, and based on several consensus publications and the work of recognized experts, eCLIPPs offers an exciting addition to learning/teaching resources. The 7 eCLIPPs cases provide virtual patient and family interactions that explore culture in medicine, communication, chronic illness, and the challenges of caring for children and youth with special health care needs. Based on the concept of the medical home, eCLIPPs employs the well-known CLIPP interface to help learners interact virtually with children from different cultures, families dealing with the new diagnosis of chronic illness, and families needing assistance with navigating the health care system. While medical knowledge is important to each eCLIPPs case, the emphasis is on the human aspect of clinical interactions: communication styles, cultural competence, and professionalism. Learners are provided a set of resources and tools about culture-in-medicine, the family-centered partnership, and navigating the health care system. All resources and tools have specific links from within each case and can also be used without opening a case.

Jerry Woodhead and Kimberly Gifford
Project Co-Leaders

Cases provide extensive external links to resources that expand on topics covered in eCLIPPs.

- Lily – a 6-year-old Navajo girl with seizures
- Bao – a 2-year-old Vietnamese boy with meningitis
- Kenny – a 2-year-old boy with pneumonia whose parents hold alternative healthcare beliefs
- Amanda – a 16-year-old girl with poorly controlled asthma
- Peter – a 2-year-old boy with delayed language development
- Angelo – a newborn infant with multiple congenital anomalies
- Sally – an 11-year-old girl with repaired myelomeningocele

All eCLIPPs cases will be available without additional cost to institutions that subscribe to CLIPP.

Institute for Innovative Technology In Medical Education

DRTC Suite 2F

16 Cavendish Court

Lebanon NH 03766

info@i-intime.org



Editors-in-Chief

Mike Dell, M.D. (Case Western Reserve University)
Sherilyn Smith, M.D. (University of Washington)

Associate Editors

Robert Drucker, M.D. (Duke University)
David Levine, M.D. (Morehouse School of Medicine)
Lisa Leggio, M.D. (Medical College of Georgia)
Christopher Maloney, M.D., Ph.D. (University of Utah)
Starla Martinez, M.D. (Northeastern Ohio University)
Elizabeth Stuart, M.D. (Stanford University)

MedU Editor-in-Chief

Norm Berman, M.D. (iInTIME)