

Purpose

The University of Houston College of Medicine has indicated that simulation and experiential learning will be an essential component in the medical student experience. In this vein, a Director of Clinical Simulation was hired in October 2019 to establish and maintain a simulation center to support curriculum development and implementation surrounding simulation and other types of experiential learning, including clinical skills education. The purpose of this change is to formalize the naming of the simulation center to best account for its inclusion as a subset of the Office of Medical Education and its key role in the curriculum of the College of Medicine.

Proposed Name

As approved by the Executive Committee, the simulation center will now be known as the **Center for Clinical Arts, Skills, and Experiential Learning**, or CCASEL (pronounced like ‘castle’).

Justification

Each component of the proposed name reflects an important facet of the Center’s role in the Office of Medical Education, the College of Medicine, the University of Houston, and the greater Houston Community.

1. Clinical Arts

The phrase “the art of medicine” is commonly used to refer to the “soft skills” present in medicine, including interpersonal communication, empathy, rapport, and patient engagement. Referring to these as “soft skills” often discounts the evidence-based best practices for developing and maintaining these skills that we find in the literature. Additionally, simulation is a blend of artistic and technical/clinical skills, especially in the realm of standardized patient methodology, where authentic performance of affect, emotion, language, and behavior is valued equally with standardization and clinical accuracy. No other center listed on the website of the Society for Simulation in Healthcare (SSH) uses the term “art” or “arts” in their name, which means that the University of Houston College of Medicine would instantly distinguish itself as an institution that values the art of medicine as well as the artistic components in simulation and clinical education.

2. (Clinical) Skills

Perhaps the most straightforward component to the proposed name, this captures what many view as the primary purpose of simulation: the development and testing of clinical skills. This Center will house more than just simulation, as it will be the home of all basic physical exam skill training in the College of Medicine through Teaching Associate programs, including Physical Examination Teaching Associates (PETAs), Gynecological Teaching Associates (GTAs), and Male Urogenital Teaching Associates (MUTAs), as well as the proposed Maker Space and Virtual Reality spaces in the new building. The Center will be involved not only in summative testing, but also as a means of active learning through formative experiences for students throughout all four years of the curriculum. The Center will facilitate controlled practice

environments to train students and improve the safety and satisfaction of their future patients. And, finally, the Center will do all of this while building and maintaining relationships with other University programs and departments as well as community members and organizations through the innovative Community-Based Standardized Patient and Teaching Associate programs.

3. (Clinical) Experiential Learning

The fact that the Center is housed under the Office of Medical Education makes it part of a broader effort to challenge the way that medical education is delivered. This means that the Center will need to contribute to larger educational and curricular efforts including faculty and curriculum development and institutional projects involving experiential learning outside of simulation at times. Additionally, the College of Medicine's focus on interprofessional education (IPE) means that students will need opportunities to experience the process of working interprofessionally in addition to their Household Centered Care teams. This ability to learn through the experience of situations that necessitate application of skills learned in the classroom will almost certainly become a key component of the Center's efforts, especially as the College moves into its new building in 2022.