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West Midland CSP: Frailty Suit Simulation

It's the Keele difference.

Objective

- To simulate physical impairments common to frailty
- To engage with the real world whilst wearing components of the frailty suit
- Reflect as a group on the experience



Experience

- Adam Rouilly set (£1400)
- Inside the bag there is:
 - Body harness, elbow and knee splints, wrist and ankle weights, goggles, walking stick, gloves and ear plugs
- Don a part of the set and explore the building
- You have 30 minutes



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<https://www.adam-rouilly.co.uk/products/clinical-skills-simulators/age-simulation/ak102-age-simulation-set-for-height-170-185-cm>

Reflection

- What practical difficulties did you encounter in the building?
- How did you feel as a person with an impairment?
- How did you feel as an observer?
- How did other people behave towards the “impaired” individual?
- What was most difficult about the whole experience?
- Were there any positive aspects experienced?
- Did anything surprise you about your experience?

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West Midland CSP Clinically Appraised Topic (CAT)

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What is a CAT?

- A CAT is developed from a clinical question which is structured and answerable
- It provides a summary of the best available evidence
- Answers the clinical question and provides a 'clinical bottom line'

What is a CAT?

- It is essentially patient-based, with a specific patient in mind
- It has direct relevance and appeal to clinicians – the real world
- Aids literature searching and critical appraisal skills
- Facilitate integration of evidence with clinical expertise
- Although most usually applied to ‘therapy’, CATs can also be much broader

It's the Keele difference.

How Long Does it Take?

- CATs are quick to generate
- Realistic examples range from **half an hour** to several day
- Depends upon the availability and speed of resources, the extent of the available evidence on the subject and the skill of the individual(s) forming the CAT.
- The more you do, the better you are

Advantages

- Produced in 'real time' busy clinical practice
- Benefit patients: care becomes more evidence-based
- Critical appraisal process more explicit: record of critical appraisal then open for others to consider
- Benefit clinicians: more effective skills in critical appraisal / EBP
- Concise and presented in a standardised format.
- Identify areas of need for further research

Disadvantages

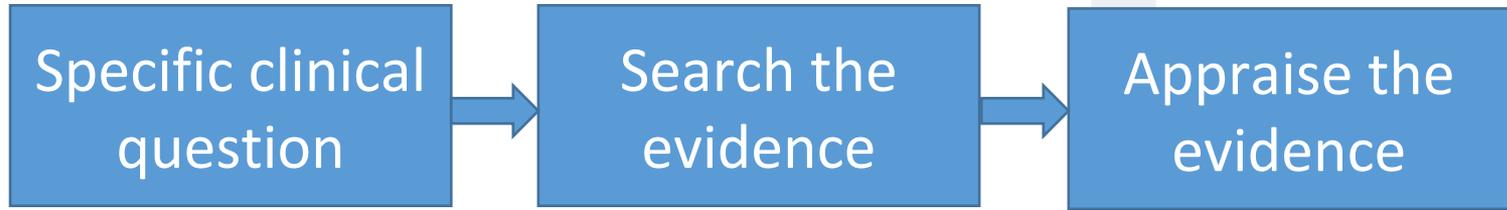
- Individual CATs may contain a single element of relevant literature
 - readers should ensure that comprehensive explorations for all useful articles have taken place
- Open to error, due to problems of poor research, errors of fact, calculation or interpretation
 - can be overcome by revising draft CATs based upon feedback among colleagues
- Individual CATs may have a short 'shelf-life' unless updated as soon as newer, better evidence becomes available

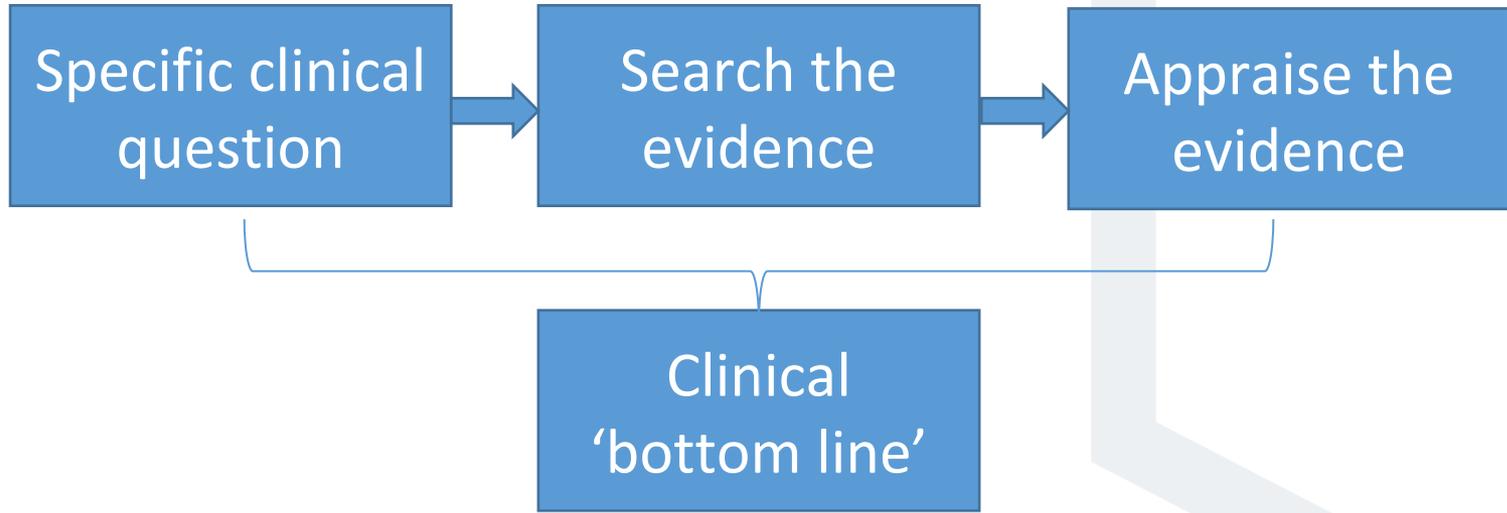
Specific clinical
question

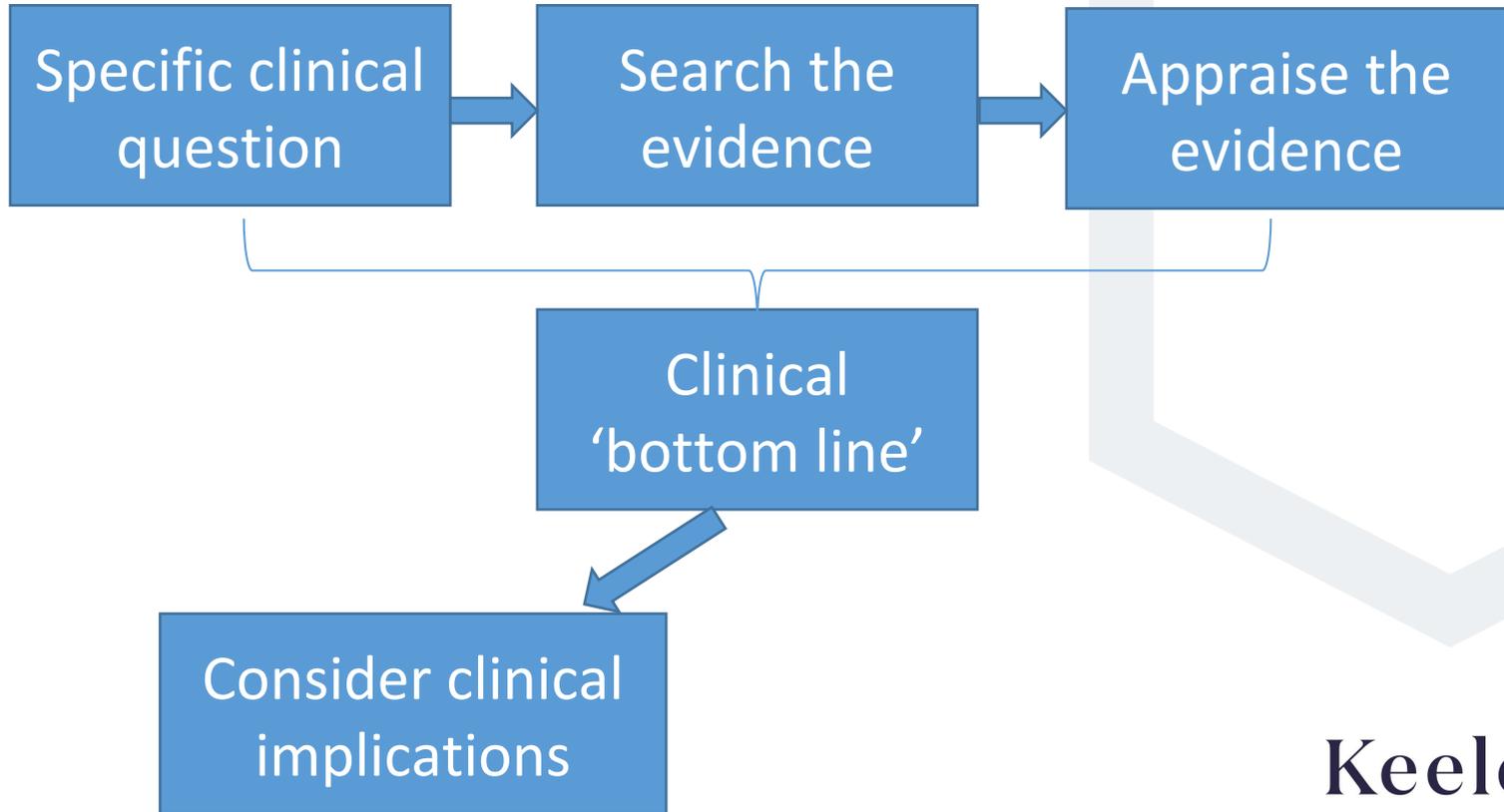
Specific clinical
question

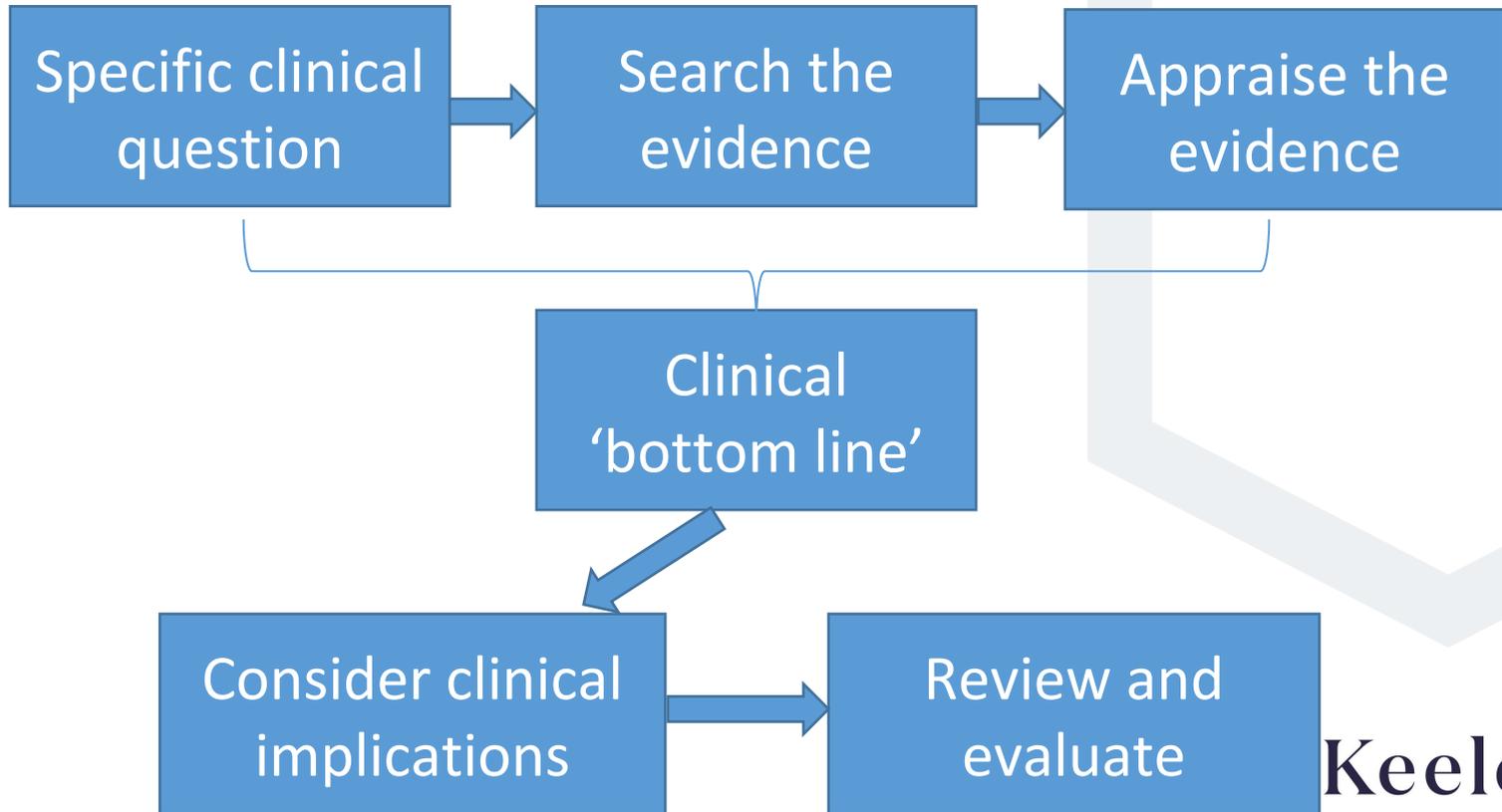


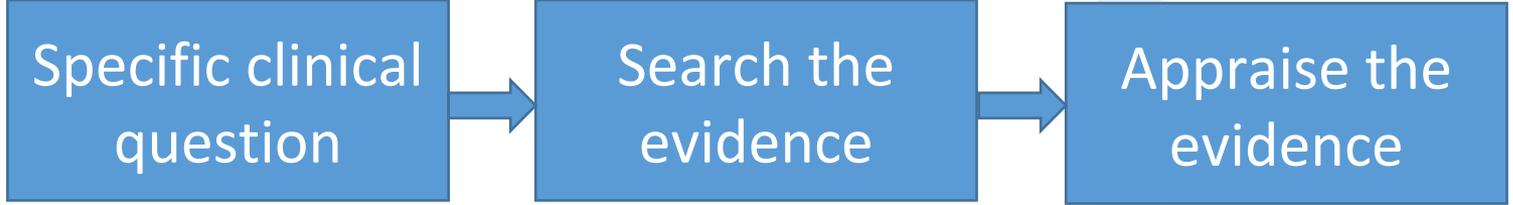
Search the
evidence



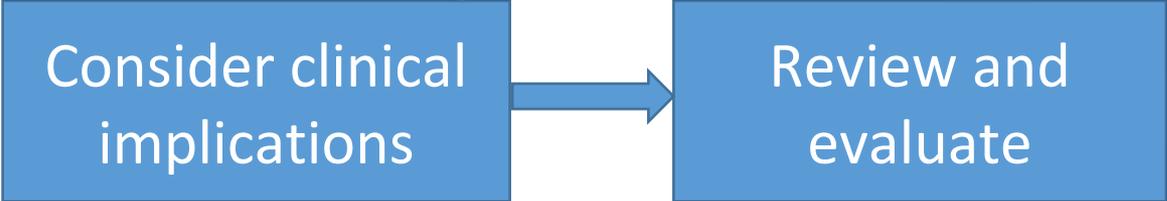








Clinical
'bottom line'

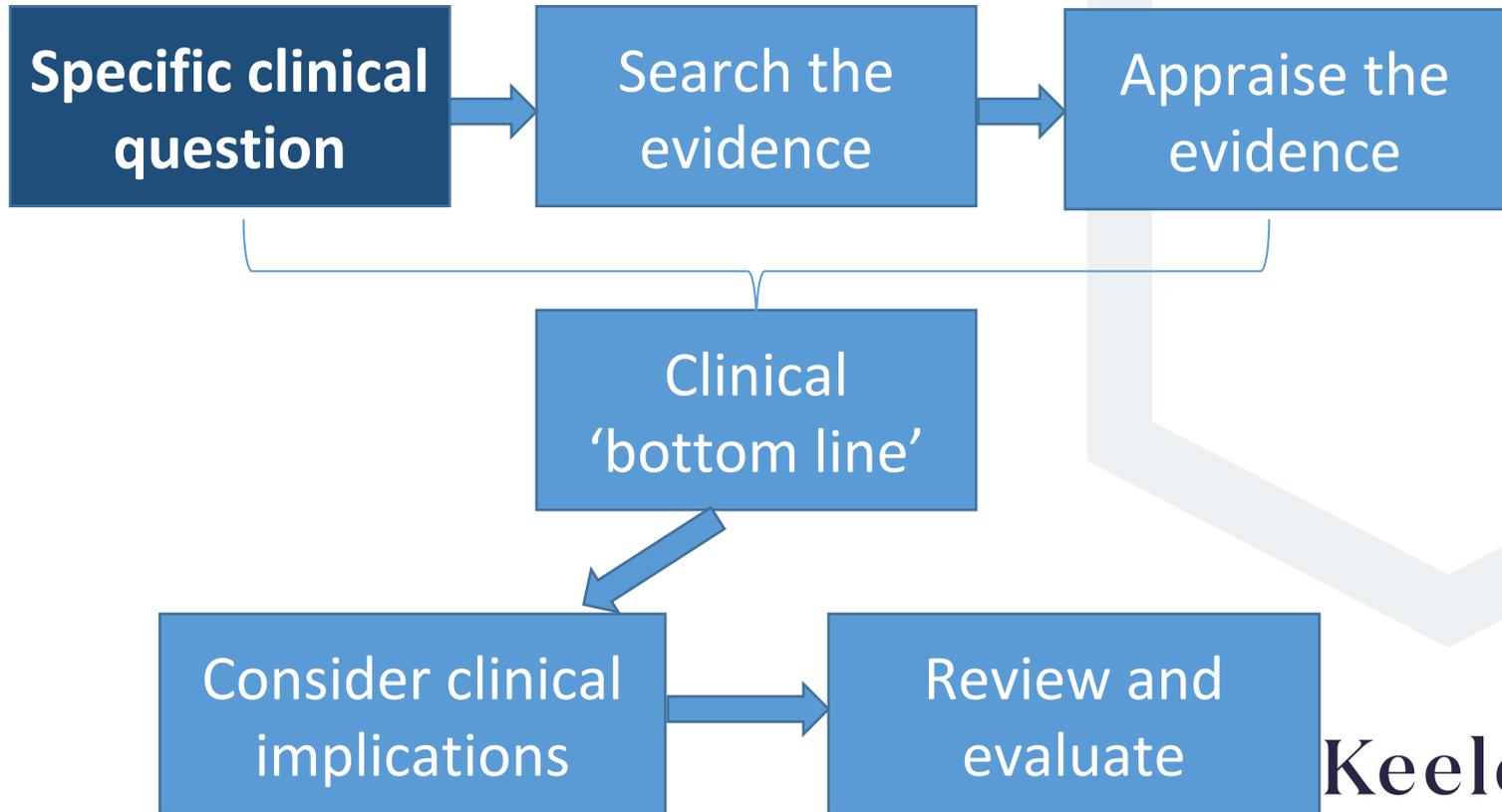


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Form a Clinical Question

(Based upon a particular patient / presentation)

- This should include information about

- P • the patient, population, problem
- I • the intervention, indicator, test
- C • a comparison or control
- O • the outcome of interest

- The finished question can be expressed in a single, clear and focused sentence:

- In patients with...how does...compare with...for the outcome(s) of...

- For example: in a patient who is a faller, will balance exercises be more effective than strength training in reducing falls risk?

Resources

CAT-Maker:

- Oxford centre for Evidence Based Medicine
- <https://www.cebm.net/2014/06/catmaker-ebm-calculators/>

CAT-Bank:

- Keele University
- <https://www.keele.ac.uk/ebp/mrfgroup/catbank/>

Foster, N., Barlas, P., Chesterton, L., Wong, J. (2001) Critically appraised topics (CATs): One method of facilitating evidence-based practice in physiotherapy. *Physiotherapy*. 87(4), 179–190.

[https://www.physiotherapyjournal.com/article/S0031-9406\(05\)60604-9/pdf](https://www.physiotherapyjournal.com/article/S0031-9406(05)60604-9/pdf)

Sadigh, G., Parker, R., Kelly, A.M., Cronin, P. (2012) How to Write a Critically Appraised Topic (CAT). *Academic Radiology*. 19(7), 872–888.

<https://fhs.mcmaster.ca/anesthesiaresearch/documents/Sadigh2012HowtoWriteaCriticallyAppraisedTopic.pdf>

Additional Support

- **Therapy** - What is the best treatment or prevention?

Preferred study design: Randomised Controlled Trial (RCT)

- **Diagnosis** - What is the most accurate test to detect this condition/injury?

Preferred study design: cross-sectional study

- **Prognosis** - What is the likely outcome of this condition/injury?

Preferred study design: cohort study

- **Aetiology** - What is the cause of this condition/injury?

Preferred study design: cohort or case-control