



A Collaborative Approach to Implement Integrated Cases

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INTRODUCTION

In Spring 2022, a defined instructional approach to clinical cases was piloted in the P3 skills lab series and was found to be beneficial in student confidence and ability to perform the PPCP.¹ Students commented that increased exposure to complex cases in this format prior to the P3 year would be valuable. This approach was implemented in the Fall 2022 P2 and P3 therapeutics courses to increase student exposure to this approach and improve clinical reasoning skills earlier in the curriculum.

Because the therapeutic series consists of multiple courses and faculty, collaboration and consistency were key to successful implementation of the instructional approach. Inspired by components of the Kaiser Permanente collaboration model², essential elements of the model were incorporated (see Figure 1). Utilizing these key collaborative elements to foster consistency, faculty facilitated integrated case sessions with the defined instructional approach.

OBJECTIVE

The purpose of this initiative was to utilize a collaborative approach to implement integrated case sessions throughout the curriculum.

METHODS

- An integrated case team comprised of faculty and curriculum committee members was established to develop and implement a process to enhance clinical reasoning skills via integrated case sessions.
- Templates, facilitator guides and case examples were created by the integrated case team.
- Key stakeholders, including faculty members leading each case session, were identified and engaged to prepare sessions utilizing the tools developed.
- Each facilitator met with integrated case team members a minimum of three times to understand expectations, clarify questions, and obtain technical support and feedback related to their cases.
- Integrated case team members attended and assessed each session for presence of key elements (use of electronic health record, presentation template, collection form, clinical vignettes, lesson plan, reasoning approach, assessment).
- A rubric was utilized to assess each session for key elements to determine consistency.

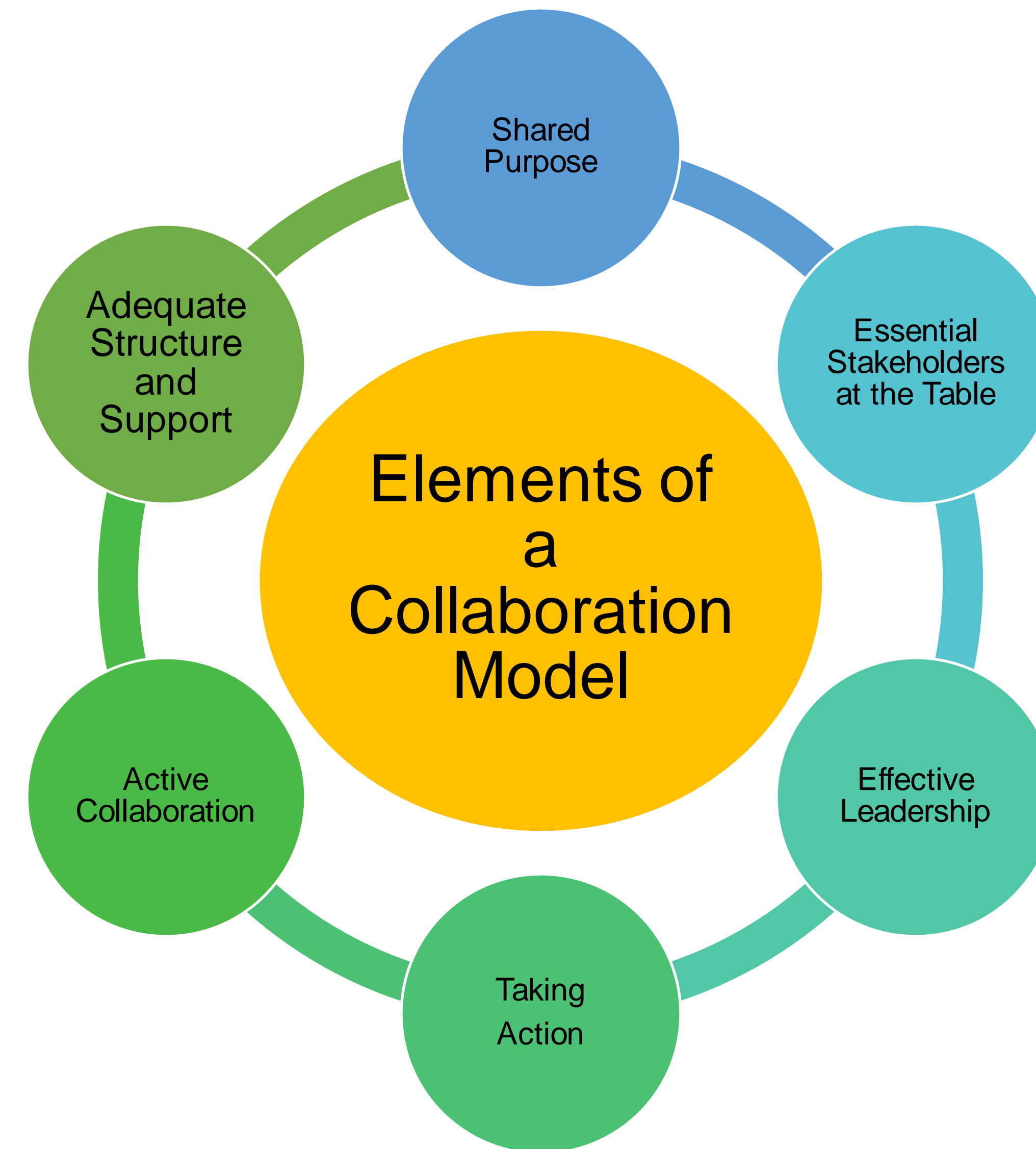
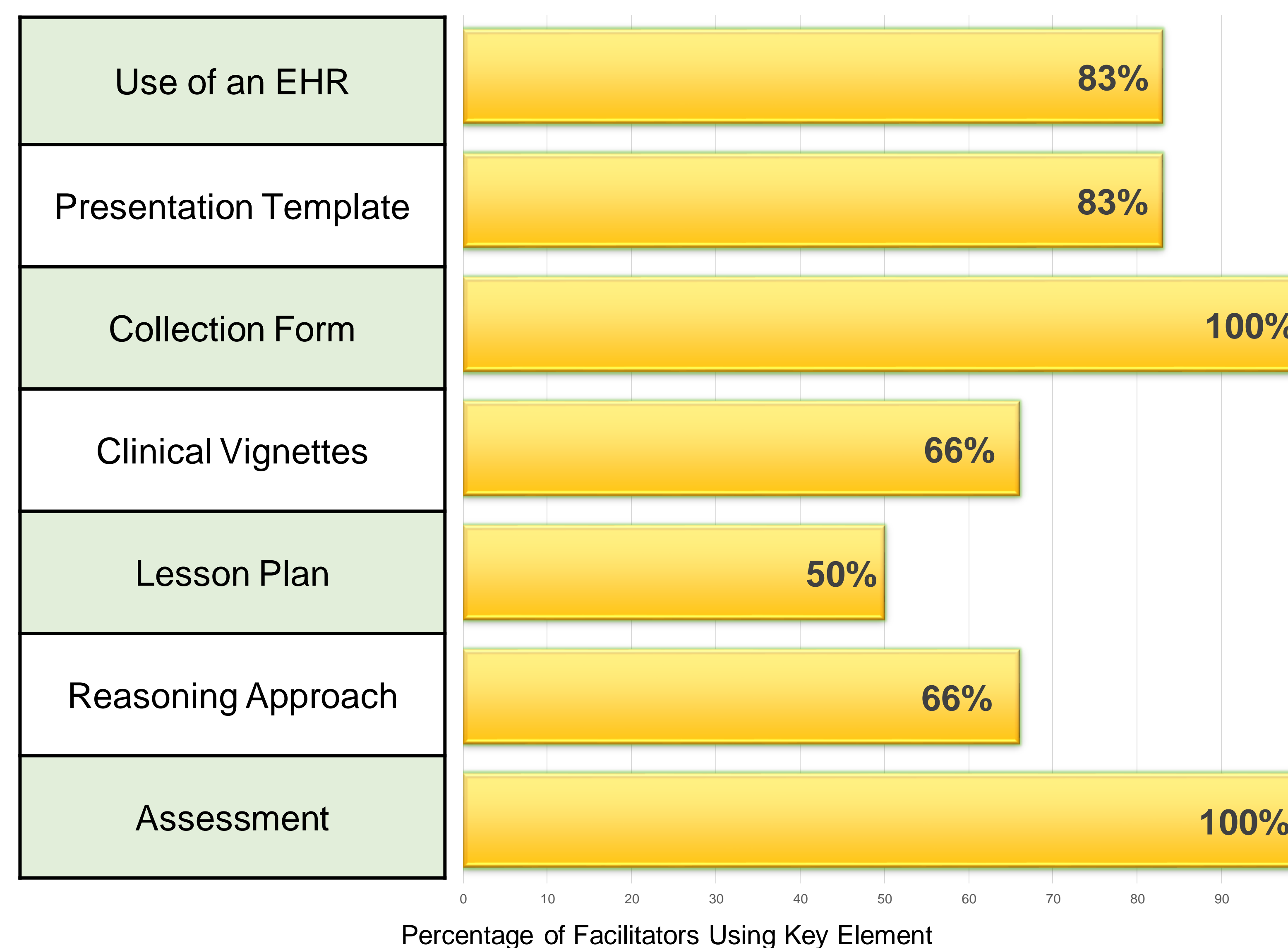


Figure 1

RESULTS

Consistency in Instructional Approach



RESULTS

- Six, 2 hour 40-minute integrated case sessions occurred during Fall 2022 which included approximately 200 students in the P2 and P3 cohorts.
- Rubric results for consistency were as follows: use of electronic health record (83%), presentation template (83%), collection form (100%), clinical vignettes (66%), lesson plan (50%), reasoning approach (66%), assessment (100%).

CONCLUSION

Despite the collaborative approach, variations existed in the delivery. This could be due to suboptimal implementation of the collaborative model. Possibilities include:

- Faculty workload (adequate structure and support)
- Faculty buy-in (shared purpose)
- Approach too prescriptive (shared purpose & active collaboration)
- Technology (adequate structure and support)

Next steps to consider include:

- Gather facilitator feedback to determine why components of the instructional approach were not used.
- Repackage resources (lesson plan, Approaching Patient Cases Module, Slide deck) and continue meetings with faculty to encourage conducting integrated cases similarly across all sessions.
- Reassess to determine if variations in the delivery of integrated cases continue to exist.

REFERENCES

1. Haydel M, Jamero D, Wilson C, and Rapp K. Improving student confidence in the pharmacist patient care process: a defined instructional approach. Poster presented at AACP Annual Meeting, Aurora, C). July 2023.
2. CCHE Collaboration Model. KPWHRI. Accessed June 21, 2023. <https://www.kpashingtonresearch.org/about-us/ghri-centers/center-community-health-and-evaluation/cche-collaboration-model>.