Purpose

In 2017, the University of Kansas School of Medicine implemented an Active, Competency-Based, Excellence driven (ACE) curriculum. A unique self-directed instructional method in the ACE curriculum is case-based collaborative learning (CBCL), where students work collaboratively in small groups, applying previously acquired scientific and clinical knowledge to address clinical cases. Facilitation of CBCLs by non-content-expert faculty led to the creation of CBCL teaching communities. This poster describes the process of developing and measuring the success of these teaching communities.

Methods

Initial facilitator recruitment was by outreach to basic science and clinical departments by members of the planning committee for the new curriculum. Recruitment in subsequent years has been by email solicitation (Figure 1). Small groups of 7-8 students align with 29 facilitator groups (teaching communities). With a total of 49 CBCLs in the first year, each faculty member facilitates 7 CBCLs (Figure 2). Second year is similar. Faculty were intentionally placed into groups to achieve a mix of both basic scientists and clinicians as well as a diversity of disciplines and specialties. Faculty assess student competencies, evaluate each case they facilitate and are evaluated by students at the end of each session.

Results

Facilitator attrition is low, with more than 80% remaining in the program since its implementation in 2017. More than 80% of CBCL faculty facilitate cases in both years 1 and 2. Basic science faculty members representing 10 basic science departments make up 39% of facilitators and clinical faculty members from 19 clinical departments make up 61%. Faculty interest in joining communities is high through encouragement from current facilitators and department chairs, and faculty effort for CBCL participation is included in departmental budget allocations. Faculty participation in CBCL faculty development opportunities is high with 83% of medical school faculty participating in faculty workshops between August 2016 and September 2018. Facilitators are regularly asked to provide feedback on CBCL cases, providing input on content, case authenticity and student facility with tasks. This feedback supports continuous quality improvement efforts and provides case authors with information necessary to ensure that appropriate learning objectives are identified and addressed in case material.

Conclusions

Participation in CBCL teaching communities has produced a large and committed cadre of faculty invested in the ACE curriculum and CBCL. Faculty satisfaction with CBCL has increased interest in facilitation and in the curriculum as a whole.

References


For questions or comments, please contact Melissa Quearry, mquearry@kumc.edu.