The aim of this project is to pilot integration of Pathology and Pharmacology into the CBS sessions in Academic Year (AY) 2014-15.

Using the information from our experiences and student evaluations for AY 2014-15, we will adjust this integrative program for upcoming academic years.

Prior to the CBS session M2 students take a 5-question test on the reading material assigned prior to the session.

Faculty facilitators discuss the unknown case with the students in small groups in an interactive manner.

Following the CBS small group session the Pathology and Pharmacology issues relevant to the case are presented in a classroom session.

The current M2 students have evaluated the first and the final sessions of AY 2014-15 using e*value (a 5-point Likert scale). 7 selected M3 students (M2’s in AY 2013-14) met with the project coordinator in a focus group immediately following the first session in AY 2014-15.

M2 Medicine has had “stand alone” small group case-based (CBS) sessions for a number of years.

What is needed is integration of Pathology and Pharmacology into these sessions.

The students in AY 2014-15 using e*value (a 5-point Likert scale). 7 selected M3 students (M2’s in AY 2013-14) met with the project coordinator in a focus group immediately following the first session in AY 2014-15.

There should be a moderator for the classroom sessions.

First survey results: for the first 4 questions, 82 to 90% responded with “Agree” or “Strongly Agree”; for the 5th question, 79.2% responded with “Agree” or “Strongly Agree.”

Second survey results: for the first 3 questions 65 to 71% responded with “Agree” or “Strongly Agree.” For the 4th and 5th questions respectively, only 52% and 47% responded with “Agree” or “Strongly Agree.”

Some of the concerns included convening into a large group after meeting in small groups, redundancy and repetition of subject matter, and the fact that the added classroom session makes it a long day.

Increased my ability to develop a relevant problem list and a prioritized differential diagnosis.

Increased my understanding of the evidence-based approach to test ordering.

Successfully integrated material from the three courses.

Of the 80 M2 students 71 (89%) completed the first and 65 (81%) completed the second survey conducted after the final CBS session.

First survey results: for the first 4 questions, 82 to 90% responded with “Agree” or “Strongly Agree”;

Second survey results: for the first 3 questions 65 to 71% responded with “Agree” or “Strongly Agree.” For the 4th and 5th questions respectively, only 52% and 47% responded with “Agree” or “Strongly Agree.”

There should be better coordination between the courses in the classroom sessions.

Unplanned redundancy or repetition should be avoided.

The comments in the classroom sessions should be very specific to the case being discussed.

There should be a moderator for the classroom sessions.

More time should be devoted to the small group sessions; this means less time for the classroom sessions.

The course directors will need to meet to discuss the first year’s experience and look for ways to improve the integrated CBS sessions in AY 2015-16 using our observations and the students’ evaluations.

The involved course directors will need to meet to discuss the first year’s experience and look for ways to improve the integrated CBS sessions in AY 2015-16 using our observations and the students’ evaluations.

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