CSI – Case Study Investigation
Interdisciplinary Learning in the Virtual Clinic
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School of Health Professions
Bachelor of Science Degree Programs
- Clinical Laboratory Science
- Respiratory Therapy
- Medical Laboratory Technology
- Medical Laboratory Technology
- Medical Laboratory Technology
- Radiation Therapy
Accreditation

• Quality Enhancement Plan (QEP) is required by SACS

Theme of Our QEP

Moving Forward Toward our Goal

• School-wide efforts have started to improve students’ critical thinking skills in various areas.
• One project was to construct and implement interdisciplinary case studies.
Student Objectives for the Case Study

Goals for Student Learning

• Facilitate interdisciplinary collaboration between SHP students from all eight programs
• Install an understanding of each program’s unique role in the detection, diagnosis, and treatment of cancer

Goals for Student Learning

• Promote critical thinking through interdisciplinary discussions among diverse health professions students
• Encourage team work, organization, and effective oral communication under limiting and time sensitive conditions
Case Study Development

- A committee was formed to identify or develop:
  - Disease sites
  - Fictional patients
  - A technique to develop a virtual clinic
  - A method of delivery
  - A timeline
  - Faculty’s and students’ tasks
  - Presentation template
  - Evaluation rubrics

Committee’s Recommendation

- Creation of fictional patient data to include breast cancer, Burkitt’s lymphoma, lung, prostate, etc.
- Development of interactive HTML web pages using the Adobe Dreamweaver CS4
- Loading the completed work on USB drives and back it up on Sakai Course Management System

Students are divided in groups, a representative from each discipline is assigned to each group.
They enter the virtual clinic and use the provided data to diagnose or treat the fictional patient.

Where the Learning Begins

In this process, they should communicate and use their technical knowledge and critical thinking skills to diagnose and treat the fictional patient.

Encourage Participation

—Faculty assigned per table to facilitate learning
—Faculty members assign a grade to this conference
Small Group Activity among Peers

- After each group completes the case study, the students from each discipline get together to discuss among themselves the role of each health care team in the process of patient diagnosis and treatment.
- They use the power point template provided to make a presentation.

Time to Present

- One group will be selected randomly to present to the large group.

Evaluation
Time to Evaluate

- Faculty assigned to tables are responsible to evaluate students’ participation
- Students are required to evaluate the case study and their learning experience

The Good, The Bad, And The Ugly

- Students
  - Enjoyed working in the virtual clinical environment through Sakai
  - Communicated well with other disciplines to diagnose and treat the patient
  - Applied critical thinking skills to follow a patient’s care plan
  - Demonstrated respect and appreciation for other health practitioners

Student Survey Results

<table>
<thead>
<tr>
<th></th>
<th>All Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
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<tr>
<td>Program Roles</td>
<td>97.0</td>
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<tr>
<td>Critical Thinking</td>
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<tr>
<td>Teamwork</td>
<td>98.5</td>
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<tr>
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<tr>
<td>Not Applicable</td>
<td>15.0</td>
</tr>
<tr>
<td>Agree</td>
<td>15.0</td>
</tr>
</tbody>
</table>
Faculty Feedback

• Increased use of technology by instructors following interdisciplinary case conference
• Renewed commitment to include critical thinking skills in curriculum

Lessons Learned and Future Growth

Areas for Improvement

• Time required
• Facilities
• Tuning out
• Put in discussion points
• HTML links to outside sources
Update and Future Plans

• In April 2013 we delivered our third successful Sakai interdisciplinary case conference
• Discussion of marketing a library of case studies to other allied health schools

Thoughts For Improvement

Summary

• SHP faculty created an interdisciplinary case conference HTML on our course management system (Sakai)
• Student groups collaborated to diagnose and treat a fictional cancer patient
• Goals:
  – Increase professional communication and interdisciplinary collaboration
  – Develop critical thinking skills in future health care practitioners
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