

Shaping Clinicians beyond the Textbook: An Interactive, Novel Format for Case-Based Learning

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Case-based learning has been shown to foster integration of medical knowledge and skills while strengthening clinical reasoning in learners. However, there is currently nothing in medical education literature on directly mapping cases to clinical milestones and competencies, focusing on the level of the learner. Clinical reasoning is a vital skill in medical education, and it is prudent to ensure learners are practicing these skills in a developmental fashion. During this presentation, attendees will learn about an interactive novel case format called Patient, Provider, Observer, Reporter (PPOR). This was developed during a novel curriculum launch at the University of Colorado Child Health Associate/Physician Assistant program (CHAPA). This case format utilizes role-playing, with designated tasks for each role, to achieve integration and practice of clinical concepts and skills that are grounded in program competencies. Cases also offer a place for faculty to assess learners on a variety of skills including clinical reasoning, physical exam, oral presentations and prescription writing as a few examples. Presentation attendees will have the opportunity to visualize an example of this case format and also see how our program mapped competencies to clinical cases at designated time-points throughout the didactic curriculum to ensure they were developmentally appropriate for the learner. At the conclusion of the presentation, attendees will come away with examples of how to utilize this process for one's own program. This case format is highly modifiable for any health professional program and reflects the rapidly changing world of healthcare. Therefore no matter the format or length of one's didactic curriculum, our approach can be applied to improve the utility of clinical cases by bridging concepts from different courses and ensuring clinical application of learners' knowledge.