

CONCLUSIONS

The QEP topic, Clinical Reasoning, links to TCC's mission statement to provide students with a patient-centered approach to health care. It also relates to TCC's vision to be recognized for excellence in patient-centered care. TCC's strategic plan strives for continuous quality improvement in the College's academic programs. The QEP, along with the TCC Graduate document, provide an important blueprint for achieving quality improvement.

The topic selection process was multifaceted. Programmatic assessment, along with the recommendations from the TCC Graduate document, identified three potential topics. A broad range of stakeholders were included in the topic selection process and a consensus was reached. A steering committee was formed to formulate the plan and potential benefits to the College were identified.

A review of the literature was performed searching multiple databases and using appropriate key terms. The focus was theory and practice of clinical reasoning, teaching strategies, course and curricular models, and assessment methods.

A conceptual model of clinical reasoning was developed and, using that model as a source, a clinical reasoning stream was integrated across the curriculum. Based upon the clinical reasoning model, three programmatic outcomes were identified:

1. Integration and application of basic science knowledge with clinical presentations.
2. Introduction and application of clinical reasoning strategies in pre-clinical settings.
3. Application of clinical reasoning skills in patient care settings.

Four courses were selected as a means of piloting the identified teaching and assessment strategies. Modifications to the curriculum were made and new courses added. A two-track implementation system was developed in both the didactic and clinical settings. Full implementation will be concluded by Spring 2012.

Several assessment methods were selected for both student learning and programmatic outcomes. Thorough analysis of the assessment results will drive modifications to both teaching and assessment, and will determine the future direction of the QEP.

Effective faculty development is essential to successful implementation of clinical reasoning across the curriculum. Faculty development has been ongoing and will continue to focus on enhancing teaching proficiency and assessment strategies, meeting the desired learning outcomes, and managing change. The effectiveness will be determined through the triangulation of evidence of faculty learning, change in behavior, and results, including improvement in student learning and performance.

TCC is dedicated to the success of the QEP through the establishment of an appropriate management structure, workload reduction and/or increased compensation for key personnel, and adequate budgetary support. Key players in the management of the QEP are dedicated and determined in order to ensure the successful implementation of clinical reasoning across the curriculum.