



Executive Summary

Case Study Instruction for Chiropractic Education

Quality Enhancement Plan for Sherman College of Straight Chiropractic

The Quality Enhancement Plan (QEP) of Sherman College of Straight Chiropractic is *Case Study Instruction for Chiropractic Education (CSI)*. Case Study Instruction is a curriculum process that integrates a problem-based learning curriculum adapted for educating health professions. This topic addresses both the need to improve student learning through the application of curriculum enhancements and the need to improve pedagogy. The selection of case-based learning design strategies as the QEP focus addresses student performance on the National Board of Chiropractic Examiners (NBCE) exams. Currently, Sherman College's NBCE scores fall below the national mean and the required benchmarks for Part III (Clinical Competency section) of the exam.

Assessment of the impact of the QEP will be guided by an overall goal and two major objectives with related student learning outcomes: The overall goal of the QEP is to improve student learning through the application of case-based learning strategies in the chiropractic education curriculum. Components of the QEP include the development of instructional strategies and applications, faculty development and assessment of student learning through cross-curricula rubrics. For the QEP, student learning is defined as the measurable knowledge, skills, and attitudes of the learner as the result of engagement in an educational activity. Two major objectives of the QEP specify that Sherman College will: 1) increase NBCE Part III first-time pass rate and, 2) increase the graduation rate.

The Faculty Steering Team used the goal, objectives and outcomes for the QEP as the basis for a multi-year implementation plan. Case management was selected as the area of focus for the first year. Year two will target case history; year three will emphasize chiropractic and supportive techniques; year four will focus on diagnosis. Year five will be used to complete assessment activities, follow up on curriculum enhancements, and complete the implementation strategy.

Each year, faculty will target courses related to the area of focus for inclusion in the QEP. Faculty learning communities will be formed that will focus on improving learning in the targeted areas through integrating techniques of case-based learning into the courses. As enhancements are developed, faculty will pilot test these instructional strategies. Assessment will occur at the course level to determine if learning improvements are observed from pre to post assessments and by comparison of examination results from established baselines. In addition, the learning communities will pilot the use of targeted course assessment rubrics to determine student achievement across the curriculum.

The purpose of the QEP is to enhance student learning through case-based instruction, thus providing the knowledge, skills, and attitudes needed to perform above average on the NBCE Part III exam. Moving toward a case-based curriculum will allow Sherman College students to construct knowledge using real-world examples while addressing problems from an analytical perspective that allows for the occurrence of transformational learning.

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