

# Introduction to Design and Implementation of Case Based Learning Syllabus

Approved: 8/28/2018

**Credit Hours: 1**

MD ID6100

## Contact Information

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## Course Information

### Brief Description of Course

The aim of this course is to further develop students' ability to learn and teach through Case Based Learning (CBL). By the end of the course, students will be able to create and facilitate cases for near-peer teaching. This will be achieved through three mechanisms: 1. Workshops on goals and methods of case-based learning, 2. faculty facilitator mentorship during Foundations of Medicine CBL sessions, and 3. Developing and vetting a new CBL case.

### Course Goals

As a result of successfully completing Case Based Teaching, students will be able to:

1. Accurately assess MS1 students' understanding of basic and clinical science concepts by careful listening and effective questioning
2. Identify ineffective group dynamics and propose strategies to reestablish effective group communication
3. Effectively facilitate a Case Based Learning session
4. Develop individualized, actionable feedback for CBL group members
5. Write a CBL case that encourages efficient synthesis and analysis of scientific principles

## Course Format & Schedule

### Timeline

Monday, September 14, 2020 – Friday December 4, 2020

Fridays 3pm-5pm; additional didactic class session at times to be determined.

### Educational and Instructional Modalities

Modality	Percentage
Facilitator training workshops	12%
Mentored Case Based Teaching	41%
CBL case suggestions	41%
Providing Feedback	6%

### Role of the Student in this Course

This course will run in two portions. During the first half of the course, students will be partnered with facilitator-mentors during the MS1 Foundation of Medicine course. Students will work with their mentor to understand, manage, and facilitate group interactions to encourage a positive learning environment during CBL sessions. During this time, students will have increasing responsibility to facilitate the discussion until the final week when students will independently facilitate the entire case

discussion and concurrently be assessed by their facilitator-mentor. The second portion of this course will focus on case development. Students will review one or more CBL cases and work as a team to make suggestions for case improvements. At the start of the course, students will attend a facilitator training workshop to prepare them to meet the objectives of this course. Students will also complete reflections throughout this course to encourage introspection and self-awareness as students grow as facilitators and learners.

### Required Textbook(s)/Readings

There are no required textbooks/readings for this course. Articles on facilitation strategies and providing effective feedback will be provided for students on Canvas.

## Assessment & Grading

### Preceptor Evaluations

CBL facilitator-mentors will evaluate students on their ability to ask probing questions, identify students' level of understanding, ensure effective group conversation occurs, and provide individualized, actionable feedback. If the mentor finds that the student is not adequately developing these skills, they will notify them by the end of week 4 and create a plan for the student to improve before their final Case Based Teaching opportunity on week 6. If the student does not perform satisfactorily at that point, they will be given two additional opportunities to facilitate CBL sessions to show acquisition of these skills.

### Case Development and Presentation

Original cases will be assessed by the other students in the course and by the course director. Students will be required to complete the required assignment as outlined in a rubric as provided during the training workshop.

### Reflections

Students will be required to complete 3 reflections during the course. These reflections will encourage introspection, self-evaluation, and increased learning. Reflections will be on Canvas and will be graded on a completion basis.

### Assessments

Assessment/Assignment	Due Date	Weight towards Final Grade
Mentor/Preceptor Evaluation	See Canvas	P/F
CBL case suggestions	See Canvas	P/F
Reflections	Variable; see Canvas	P/F

### Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course

PASS: A student who achieves the following criteria will be assigned a PASS (P) for this course:

- Attends all training sessions
- Attends 6/6 CBL sessions
- Receives a passing grade from their CBL mentor
- Receives a passing grade on their CBL case improvements
- Completes all reflections by deadline

FAIL: A student who fails to achieve the criteria for PASS will be assigned a grade of FAIL for the course.

## Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

## Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

## Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

## Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

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<http://disability.utah.edu>