



Year 3 Case-based Learning Facilitator Summary Guide 2024-25

Key Contributors:

Michael Trimble – Academic Lead for CBL Years 3 & 4

Amy Taylor – ADEPT Fellow 2021-22

Michael McMahon – ADEPT Fellow 2023-23

Year 3 Case-based learning at a glance



CBL: What and why?

Student-centred, patient centred small group learning
Skills development (problem-solving, communication, documentation, teamwork)
Understand clinical reasoning and integrated care
Incorporate and apply GCAT themes
Formative assessment

CBL structure

4 Cases with 4 Parts each
2 Cases during each LIC
Each Part consists of a 60 minute student Session and 90 minute facilitated Session (X2 per Case)
First Case is exception, with the Facilitator at all 4 Sessions
Group size 10-12 students (max 12)
All Sessions ideally in person

Trust administration role

Allocate groups and inform students
Timetable and book rooms for both independent and facilitated sessions in accordance with each Case 4-week timeline, 2 in each LIC
Recruit Facilitators
Coordinate Facilitator training sessions (QUB to deliver)
Share materials with Facilitators

Facilitator role

Ideally doctor e.g. specialty trainee, specialty doctor, consultant or GP. Experienced AHP also suitable
Requires some knowledge of medicine and surgery
Requires Facilitator training
Reviews Facilitator materials
Attends a 90min facilitated session for each Part arranged by Trust
CBL attendance form on MyProgress for each facilitated session

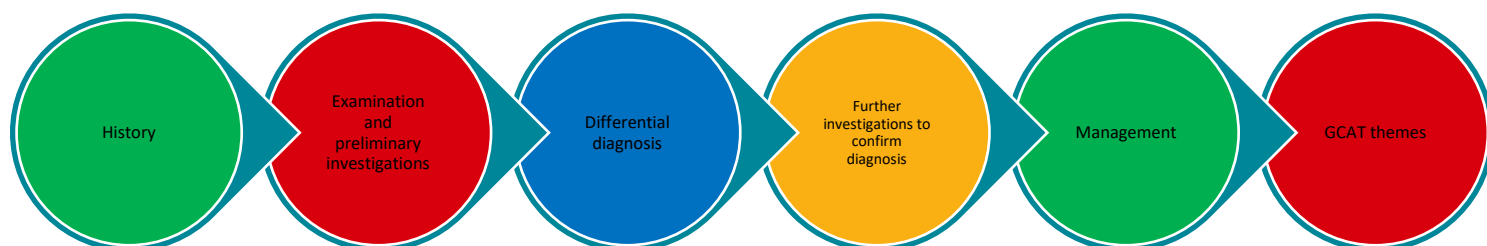
Student role

Develop and agree student group contract
Allocates and undertakes roles of chair/deputy/scribe in all Sessions
Independent Sessions – work through Sessions and allocate research topics for facilitated Session
Facilitated Sessions – discuss learning and works through case progression, applying research

QUB CME role

Coordinate CBL timeline with Trusts
Provide student materials via Portal to students
Provide Facilitator materials via Causeway Learning link to Trusts
Provide Facilitator training
Produce and review CBL materials
Collect and respond to feedback

Structured approach to case

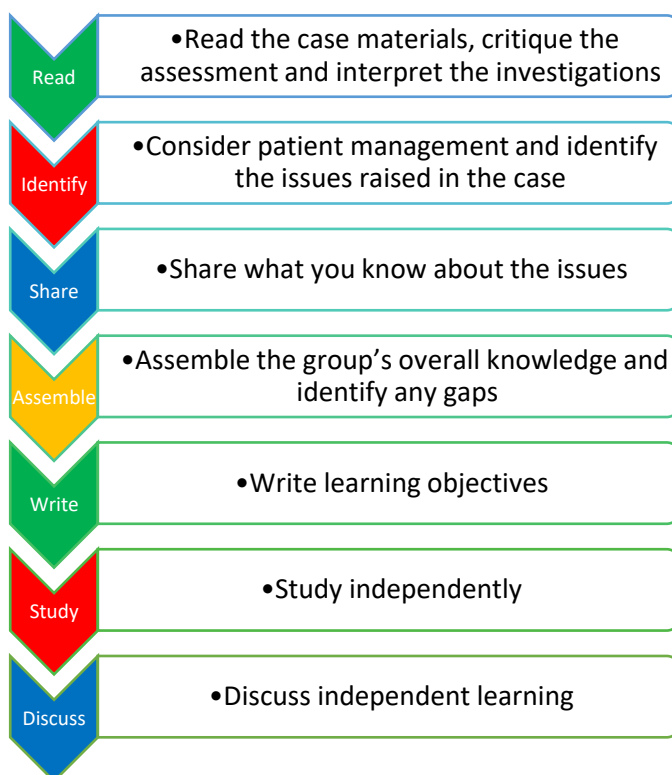


How CBL works in Year 3

- **How CBL fits into the curriculum:** In Year 3, students have two Longitudinal Integrated Clerkships (LICs). They become embedded in a base-ward team in one Trust for each semester to learn the generic skills required for inpatient care. The aim of the cases is to encourage thought and integration of knowledge across traditional disciplinary boundaries, supporting the clinical experience of the LIC. Cases and body systems from Years 1 and 2 are revisited and expanded upon, and overarching **GCAT** themes incorporate core knowledge and skills. These are **G**lobal and Population Health, **C**linical Science and Practice, **A**chieving Good Medical Practice, and **T**eamwork for Safe Care.
- **Learning outcomes:** There are general CBL learning outcomes for all cases. These incorporate skills and values, such as team-working, communication and problem-solving. Each case also has a list of *essential* learning outcomes and *desirable* learning outcomes, which are phrased as questions to encourage discussion. These are provided to facilitators in their guides, but they are not provided to students. Students write their own learning outcomes for each case, guided by the facilitator. The facilitator's list will be revealed to students at the end of the case on the Portal.
- **The cases:** There are four CBL cases throughout Year 3, two during each LIC. Each case consists of two self-directed (independent) sessions and two facilitated sessions over four weeks. The first case in Year 3 is an exception, where all meetings are facilitated.
- **The groups:** Students will be placed in a CBL group by the Trust in which they undertake their LIC.
- **The materials:** Student materials will be released at intervals via a key link on the Year 3 portal within the LIC section. Facilitator materials will be distributed via an email link to the platform Causeway Learning. Each case part consists of a guide and supporting medical documents and investigations.
- **The sessions:** There are two types of sessions – *independent* and *facilitated*. The first CBL case is an exception as all its sessions are facilitated since it introduces students to the change in process of CBL from Years 1 and 2. During the first meeting of each case, students should allocate roles and agree how they are going to work together.
- **Teamwork:** CBL requires students to work closely with a group of peers throughout the LIC. Students are asked to demonstrate how they have developed as a team member and take ownership of how their group is going to work together effectively. This could include agreeing the use of a suitable communication channel to coordinate group activities. During

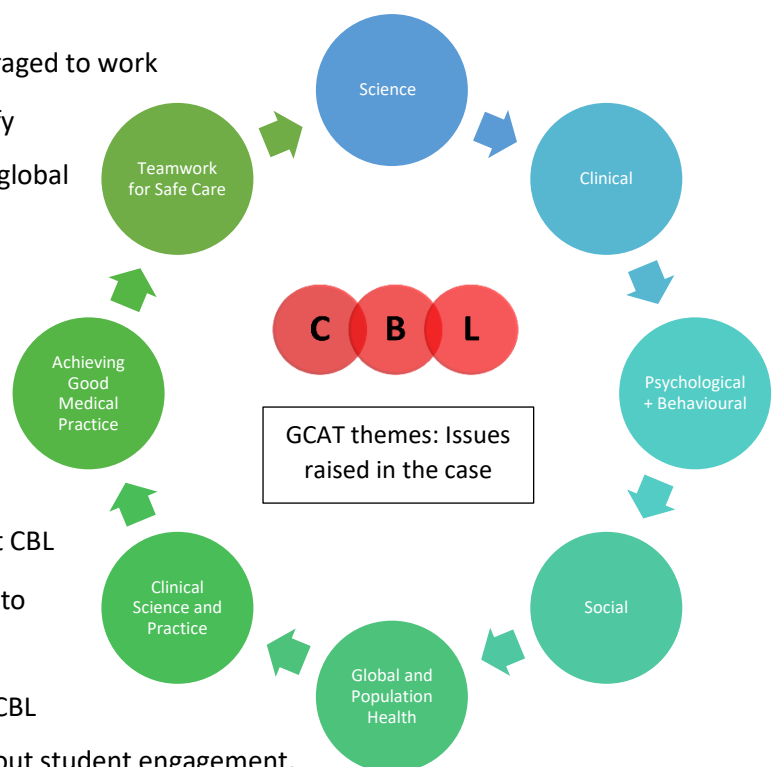
all sessions, students should identify a Chair and Deputy Chair to guide discussion and a Scribe to record ideas.

- **Professionalism:** Students are reminded of the professional standards expected of medical students. If there are issues that students find difficult to resolve, or if they have serious concerns about the professionalism of another student during CBL sessions, they are advised to discuss concerns with their facilitator or their local undergraduate office. If you have concerns about a student's behaviour, attendance, or engagement, or if students approach you with issues encountered during sessions when you are not in attendance, please discuss with your local undergraduate teaching centre.
- **The facilitator role:** The role of the facilitator is to ensure students maintain focus, participate effectively and explore the necessary learning outcomes. Acting as a facilitator involves attending online facilitator training, reviewing facilitator packages, facilitating sessions, providing feedback and confirming attendance in MyProgress. Facilitators should prompt students with questions. Not all of these questions will have a straight-forward or clear answer, and they are included to encourage discussion and exploration of the themes. We anticipate this to be a rewarding and enjoyable experience that allows facilitators to expand facilitation skills and influence the professional development of a group of students.
- **The framework:** Students have been provided with a detailed framework to help them structure their CBL sessions. This includes a seven-step guide and circular framework to help them identify all relevant learning outcomes. There should next be discussion, critique and development of patient management and issues related to GCAT themes. Each case contains many topics for consideration and you may need to particularly reinforce the specific learning points related to science, encouraging students to advise the relevant areas.



- **Clinical reasoning:** A key outcome is for students to present why they reach the conclusions they do and explain their thought processes. CBL provides the opportunity for students to apply such clinical reasoning skills to clinical scenarios. They have been provided with an outline in their general guide to approach clinical reasoning, describing the hypothetico-deductive process of data gathering, hypothesis generation, hypothesis testing and reflection.
- **Structured approach to patient assessment and management:** Students have been provided with a framework to methodically review and assess history, examination and preliminary investigations, differential diagnosis, further investigations to confirm diagnosis, and management.
- Questioning students using the **one-minute preceptor model** (probe the learners to expand on their differentials or plan and teach a general principle based on the learning needs or any gaps identified). Reinforce right thinking process and correct any errors.
- **Integrated care:** The cases also aim to demonstrate integrated care, helping students understand the importance of services coordinated by multidisciplinary teams who work across different settings and levels of care. Integrated care also aims to reflect best available evidence, continuously improve performance, improve population health and individual experiences of care, and reduce costs.

- **GCAT themes:** Students are encouraged to work through the GCAT themes and identify relevant issues in the case related to global health, biomedical and behavioural sciences, professionalism (including ethics and law) and teamwork. These should be considered when writing learning outcomes.



- **Student evaluation:** Attendance at CBL is mandatory and students are asked to record this in MyProgress. Formative assessment is an integral part of the CBL process, and if you have concerns about student engagement,

contact the local undergraduate office. There will be feedback meetings to discuss the cases with the Trusts and the students which will be used to improve the cases going forward.

Independent sessions at a glance

- 1 hour session
- Resources available on the Portal via a Key Link within the LIC section
- The local undergraduate office will provide details about the time and venue
- Appoint a Chair, deputy Chair and scribe (see below)
- Agree a meeting agenda
- Work through the materials and CBL process
- Identify areas to learn more about and agree as a group how to divide the workload, in preparation for the facilitated session. Links to learning activities and resources will be provided to help guide research.
- Students should ensure to divide up learning objectives such that each student investigates 2 or 3 L.O.s and each L.O. has at least 2 students assigned to it. There should be more learning objectives generated than there are students.
- You are not expected to have the same degree of “in-depth” knowledge of each topic as you might have pursued in Years 1 & 2.
- Agree how to approach the facilitated session.

Suggested independent lesson plan

Topic	Duration
Introduction. Confirm group roles, agenda and ground rules	5 minutes
Summarise patient journey from previous parts (if relevant)	5 minutes
Chair and Deputy Chair facilitate discussion on material. Work through framework. Write learning outcomes.	20 minutes
Identify areas requiring research and agree group approach.	20 minutes
Summarise main learning points and plan.	10 minutes

Facilitated sessions

- 1.5 hour session
- Students should appoint a Chair, deputy Chair and scribe (see below)
- Revisiting the narrative of the case, learning objectives should be discussed in the order in which they come up. This may involve sharing useful resources or describing thought

processes, but should **not** involve presenting PowerPoint presentations as the format is different from CBL in Years 1 & 2.

- By having more than one student covering a single learning objective, discussion of the topics can take place, as opposed to students simply passively sitting through a number of PowerPoint presentations.
- The facilitator's role is to ensure most of the learning outcomes have been covered, and provide some feedback and insight on the students' research
- The facilitator may present new materials as the case develops in the facilitated session. This reflects real life as more information is gathered about the patient as their journey progresses. This provides the opportunity to consolidate research and apply new learning.

Suggested facilitated lesson plan

Topic	Duration
Introduction. Confirm group roles, agenda and ground rules	10 minutes
Summarise patient journey from previous parts and main learning points.	5 minutes
Facilitated discussion of learning from independent session.	30-40 minutes
Facilitator presents case development (if relevant). Chair and Deputy Chair facilitate discussion.	20 minutes
Question time. Summarise main learning points. Revisit learning outcomes.	10 minutes

Learning resources and opportunities

The case guide contains a list of resources relevant to the case and a list of some learning opportunities from previous and current years which support the contents of the case, such as lectures, tutorials and previous cases.

Key contributors

Michael Trimble

Academic Lead for CBL Years 3 & 4

Amy Taylor

ADEPT Clinical Fellow 2021/22

Year 3 Case-based Learning Facilitator Summary Guide 2023-24

Michael McMahon	ADEPT Clinical Fellow 2022/23
Despoina-Elvira Karakitsiou	ADEPT Clinical Fellow 2023/24
Philip Toner	Academic Lead for Year 3
Andrew Spence	Academic Clinical Lecturer
Robin Baker	Deputy Academic Lead for Year 3
Paul Hamilton	Academic Lead for CBL Years 1 & 2

Key contact

Michael Trimble	Academic Lead for CBL Years 3 & 4	m.trimble@qub.ac.uk
-----------------	-----------------------------------	--