Developing Good Teaching Cases
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Declaration of Conflict of Interest

• The speaker(s) have no commercial interests that pose a conflict of interest for this presentation.

But...
• We have a vested interest in getting more cases for our students.
• We really want your cases!

Learning Objectives

• Discuss characteristics of good and poor teaching cases.
• Evaluate a teaching case for relevance, quality, and effectiveness.
• Redesign a teaching case to improve quality and impact on student learning.
Overview

1. Identify attributes of good teaching cases
2. Approach writing and using cases
3. Workshop
   – Identify a case
   – Develop a case
   – Discuss how to use your case with learners
   – Practice fixing a poor case

Why use cases?

- Promotes critical thinking and decision making skills
- Bridges gap between theory and practice
- Engages students and faculty in active learning that requires synthesis
  – Adult learning theory applied
  – Doing is better than telling

Why use cases?

- Simulates the real world
  – “Messy problems”
    • Uncertain and conflicting information
  – Professional context
- Interprofessional/group dynamics
  – Students learn from each other
  – Mimics professional interaction
Attributes of Good Cases


Authenticity

*Why reinvent the wheel--Start with the real deal!*

- **1st exposure:**
  - Select patient case that has followed textbook presentation and response to therapy
  - Alter a patient case to make it textbook
- **Re-exposure:**
  - Select patient that almost follows textbook presentation
  - Point out similarities and differences to textbook
- **Complex cases:**
  - Save until students have had several re-exposures to diseases and drugs
  - Give to groups of learners with time to work together
1. Identify a Case

• Think of an interesting patient you saw recently
• Write down everything you remember about that patient

Handy Hints & Tools

• Avoid HIPAA violations on cases used outside of the care team:
  – Calendar dates of any kind
  – Names or initials of any patient, caregiver, health care provider or any other individual
  – Names or locations of any business, institution, care facility, or residence
  – Patient or medical identification numbers or codes of any kind, including phone numbers, web sites, and email addresses

Attributes of Good Cases

Relevance

• Design learning objectives for efficiency
  – Discern your take home message(s)
  – Simplify your case to emphasize key points
• Target appropriate learning level
  – Anticipate questions
  – Use appropriate distractors
• Alter, omit, or add information as needed

Attributes of Good Cases


Rich Case Content

• Cover more than 1 ability-based outcome (ABO)
  – Therapeutic knowledge
  – Problem solving and decision making
  – Medication science
    • Pharmacology, pharmaceutics, kinetics, ADRs, etc
  – Law and ethics
  – Literature evaluation (EBM)
  – Health care access
  – Patient/caregiver needs and desires
  – Management/business aspects
2. Develop Your Case

- Decide on your audience
- Discern your take home message
- Discuss what information you will provide your learners
- What will you
  - change?
  - omit?
  - add?

Handy Hints & Tools

- Don’t develop your case in a vacuum
  - Invite people with various backgrounds to review and improve upon your case
- Don’t put your case on a shelf
  - Revise your case after you use it to improve

Attributes of Good Cases

Realism

- Use progressive disclosure
  - Especially as level of learner increases
- Increase data resources as level increases
  - Tertiary—Primary Literature

Authentic Learning

Interrupted Case Method
1. Problem or question
2. Design a solution
3. Present the plan
4. Facilitate discussion
5. Provide method of attack
6. Predict results
7. Provide results and conclusion
8. Interpret and draw conclusions


Attributes of Good Cases

Engagement
• Develop a lesson plan
  – “Black board plan”
• Focus on process as much as the solution
• Consider interprofessional education (IPE)

3. Use Your Case
• Discuss how you will use your case with the learners in your practice site or in the classroom

Handy Hints & Tools
• Is your case a trigger or capstone case?
• Finish strong
  – Decisive
  – Set it up
  – Inevitable
  – Unexpected

Attributes of Good Cases


Challenge

- Straight forward Easy

“Teach me the basics, not the circumstances”

- Pay attention to case structure
  - Create a “story board”

Evolutionary Stages of Learning

- Dreyfus and Dreyfus developed a model of adult learning where a student passes through 5 levels of capability.
  - Novice
  - Advanced beginner
  - Competent practitioner
  - Proficient practitioner
  - Expert

- Some educators list 6 levels and include the title of “master” as the terminal level.

Evolutionary Stages of Learning

- **Novice**: Minimal stored factual knowledge; linear thinkers so need to be coached step-by-step; apply decision-making rules indiscriminately (can't determine when rules might not apply); freezes when presented with unanticipated situation.
- **Advanced beginner**: Beginning to recognize patterns in common situations; thinks linearly, but processes faster than novices; correctly remember steps in tasks done frequently, so only requires coaching in unfamiliar situations; can multi-task but gets overwhelmed easily, leaving some tasks unfinished.
- **Competent practitioner**: Knows where and when to alter decision-making rules when faced with unfamiliar situations; beginning to make intuitive leaps when critically thinking (so thinking non-linearly but logically); multi-tasks effectively and prioritizes appropriately; considers unanticipated situations to be interesting learning experiences.

4. Reflect on Your Case

What do you think of your case?
- Relevant?
- Realistic?
- Engaging?
- Challenging?

- What will the learner get from it?
  - Write 3 learning objectives for it
- No case is perfect
  - Name 1 thing you would modify

Handy Hints & Tools

- Start case discussions with open ended questions
- Remember good debriefing technique
- Don’t leave it just at discussion
  - Give a follow-up assignment
  - Classroom assessment technique (CAT)
**Attributes of Good Cases**


**Assessment and Feedback**

- Taking advantage of teachable moments
  - SBAR Technique
    - Situation
    - Background
    - Assessment
    - Recommendation

**One Minute Preceptor**

- Step 1. Focus on your learner
  - “Summarize your patient in 5 min or less”
  - “Tell me about what you did in 5 min or less”
- Step 2. Get a commitment
- Step 3. Probe for supporting evidence
- Step 4. Teach general rules
- Step 5. Reinforce what was right
- Step 6. Correct mistakes
One Minute Preceptor

- Step 1. Focus on your learner
- Step 2. Get a commitment
  - “What do you think is going on?”
  - “Tell me how you think you did”
- Step 3. Probe for supporting evidence
- Step 4. Teach general rules
- Step 5. Reinforce what was right
- Step 6. Correct mistakes
One Minute Preceptor

• Step 1. Focus on your learner
• Step 2. Get a commitment
• Step 3. Probe for supporting evidence
• Step 4. Teach general rules
• Step 5. Reinforce what was right
  – “I like how you…”
  – “The best part was…”
• Step 6. Correct mistakes

Handy Hints & Tools

• “Case of the week” discussions with pharmacy staff or interprofessional team
  – Stock pile these cases
    • Student review/discussions onsite
    • Lectures or lab discussions

Let’s Practice

• Take a look at Case A

• Take a look at Case C
Summary

• You have access to good teaching cases every day.
  – Identify
  – Develop
  – Use
  – Reflect and refine

• Good teaching cases are:
  – Relevant
  – Realistic
  – Engaging
  – Challenging

Summary

• Ideas teaching cases:
  – Decide what the take home message is
  – Pay attention to process
    • Have a black board plan
  – Go for rich content

• Methods for teaching using cases:
  – Interrupted case method
  – SBAR
  – One Minute Preceptor

Resources

Thank you!
Questions?