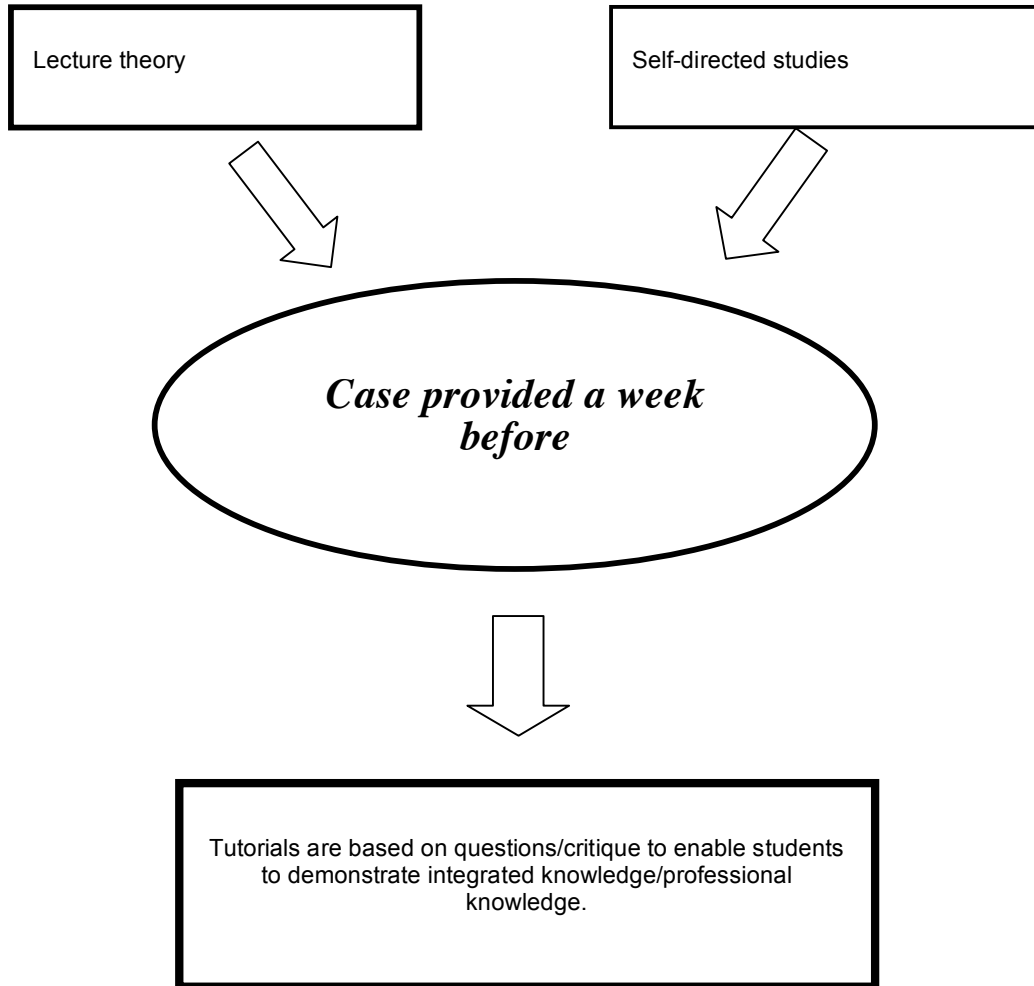


Appendix C

Case Based Learning Models: FEU and Faculty of Health Science

Sample Case Model
Flexible Education Unit (FEU) University of Tasmania

Case model: Cases to verify students' integration of knowledge built from lectures, self-directed studies..

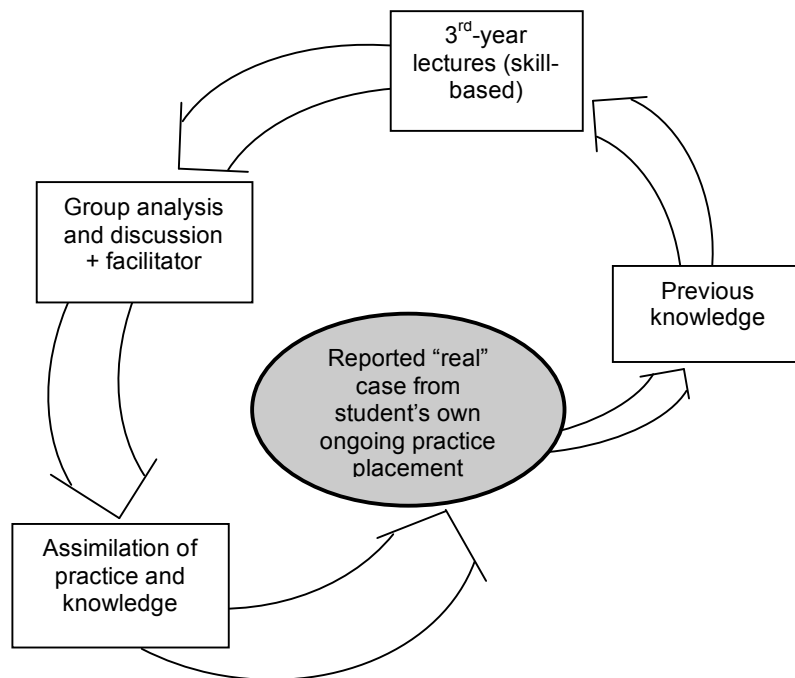


<p><i>What is it good for?</i></p> <p>It promotes debate in class; It involves the entire group; Students are evaluated as the discussion unfolds; <u>It allows flexibility on case presentation e.g.</u></p>	<p><i>Limitations???</i></p> <p>It relies on students coming to class well prepared.</p>
<p>debate, role-play. Case is central to any group discussion.</p>	

Case models, Faculty of Health Science
University of Tasmania
Faculty of Health Science

These examples of CBL models employed by the Faculty have been gathered and described by Jo Osborne, Case Coordinator, Faculty of Health Science. The models are presented graphically, their source identified, their typical delivery modes shown and their strengths and limitations listed.

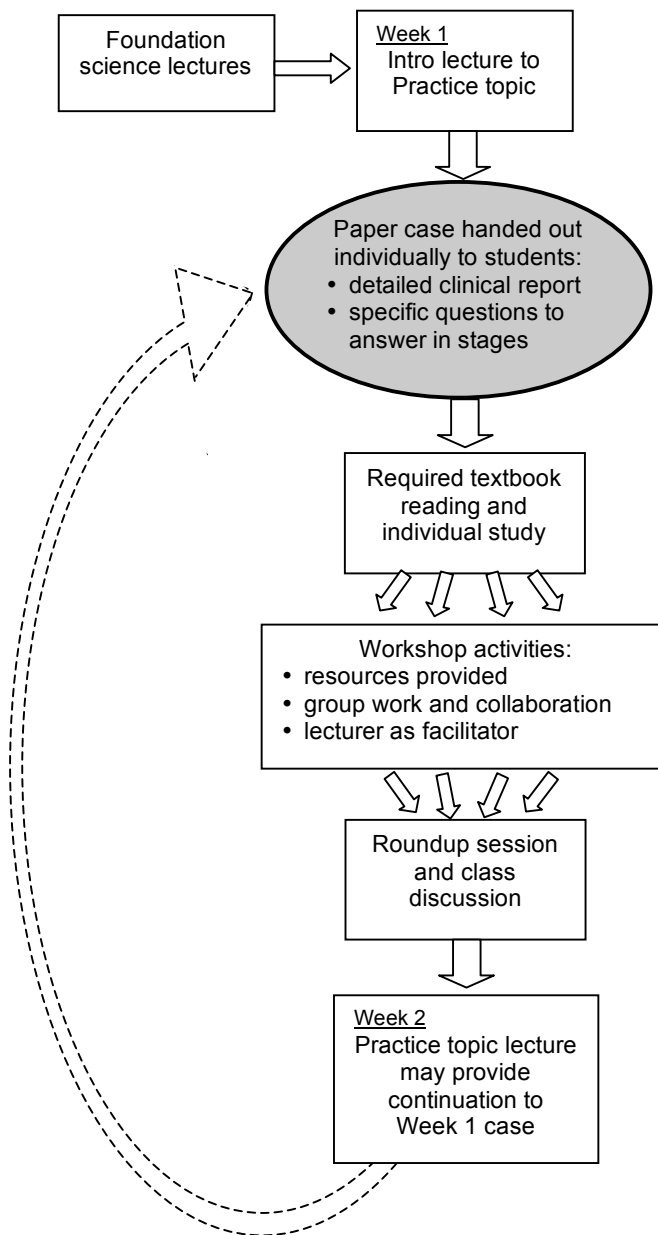
Case model 1: Problem-solving practice by integrating theory
(e.g. Nursing practice 3rd yr)



<i>What is MI good for?</i>	<i>Limitations</i>
<p>Cases are central to all class activity.</p> <p>Relates real-time practice issues to taught theory.</p> <p>Requires all individuals to contribute.</p> <p>Presents range of settings to class where individual experience is limited.</p> <p>Gives class analytical practice within guidelines.</p> <p>Promotes reflective practice.</p>	<p>Only suitable for smaller groups if everyone is to contribute.</p> <p>Will present issues outside scope of unit.</p> <p>Requires skilled facilitation to get the best out of it (quick-thinking).</p>

Case model 2: Contextualisation of theory, research skills and collaboration (A)

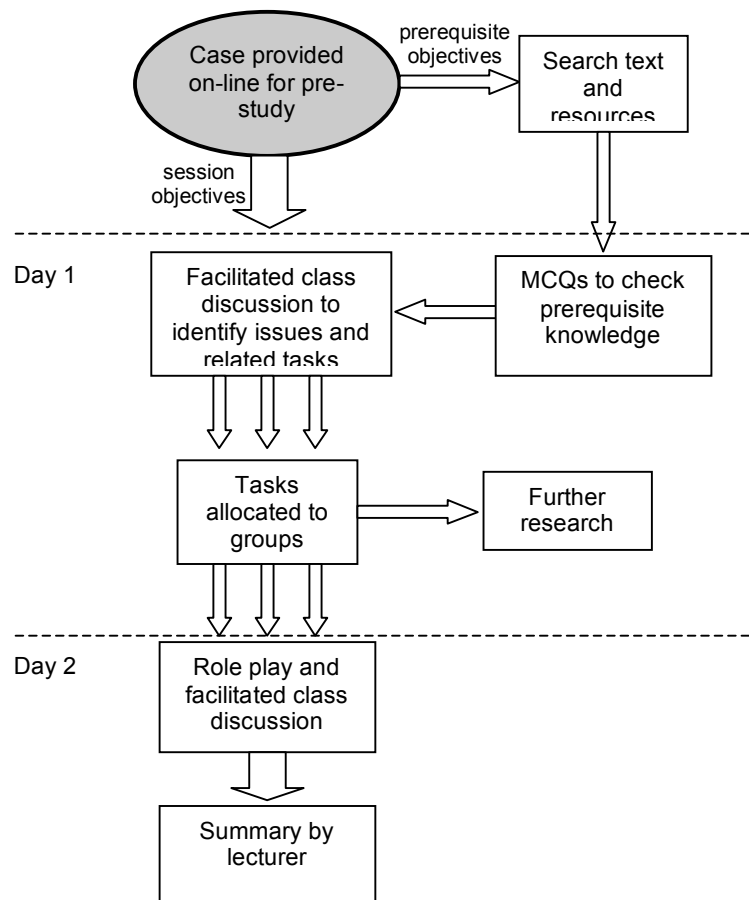
(e.g. Nursing practice 2nd yr; optional approach for Medicine CBL)



<i>What is M2 good for?</i>	<i>Limitations</i>
<p>Makes case the primary problem-solving activity of the week.</p> <p>Structured to allow individual analysis before groupwork begins.</p> <p>Gives opportunity for everyone to “catch up” to baseline knowledge before groupwork begins.</p> <p>Specific questions shape learning and objective attainment.</p> <p>Students collaborate and discuss in workshop.</p> <p>Makes for contextual application of theory – can develop if scenarios added in subsequent weeks.</p>	<p>Reliant on carefully constructed questions to direct research. Therefore may be less applicable to differential diagnosis (but appropriate to 2nd year).</p> <p>No test on individual achievement/contribution.</p> <p>Needs room space for workshop activities.</p> <p>Good facilitation needed at roundup session to ensure appropriate generalisations are made.</p>

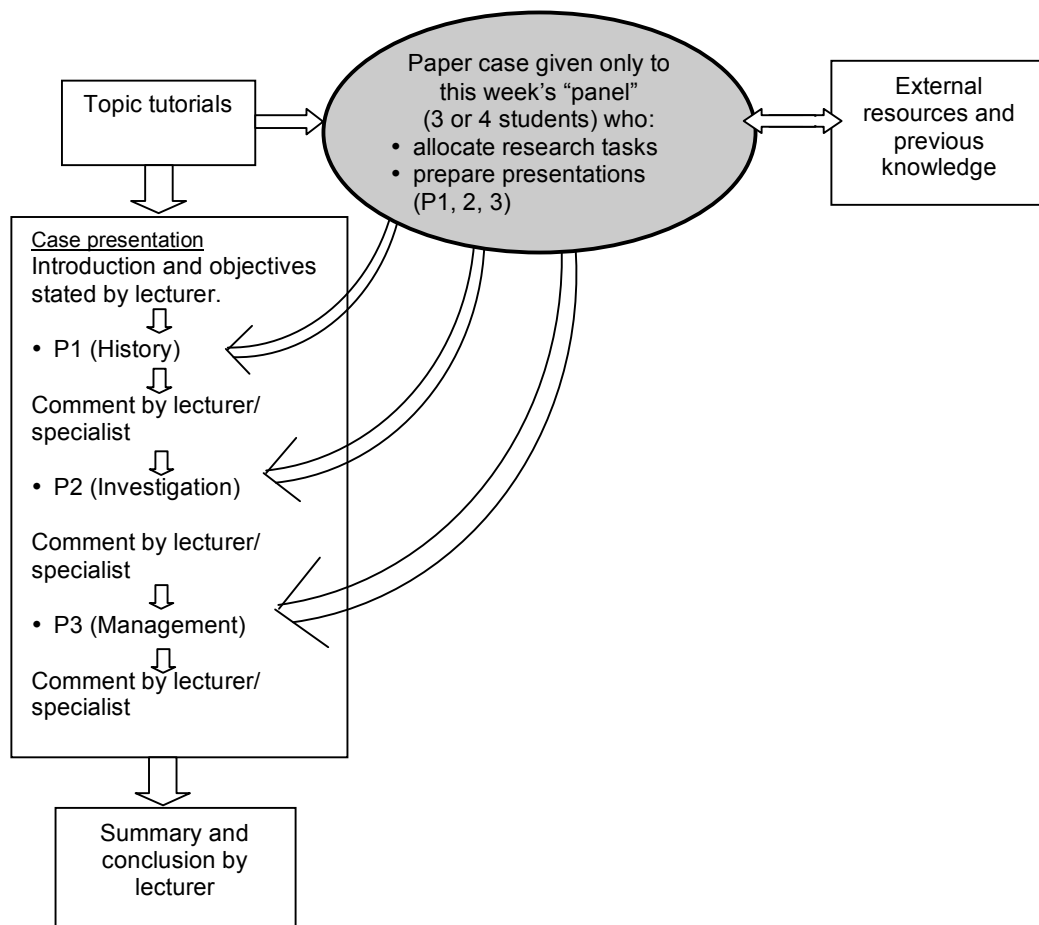
Case model 3: Contextualisation of theory, research skills and collaboration (B)

(e.g. 5th yr Medicine RHH)



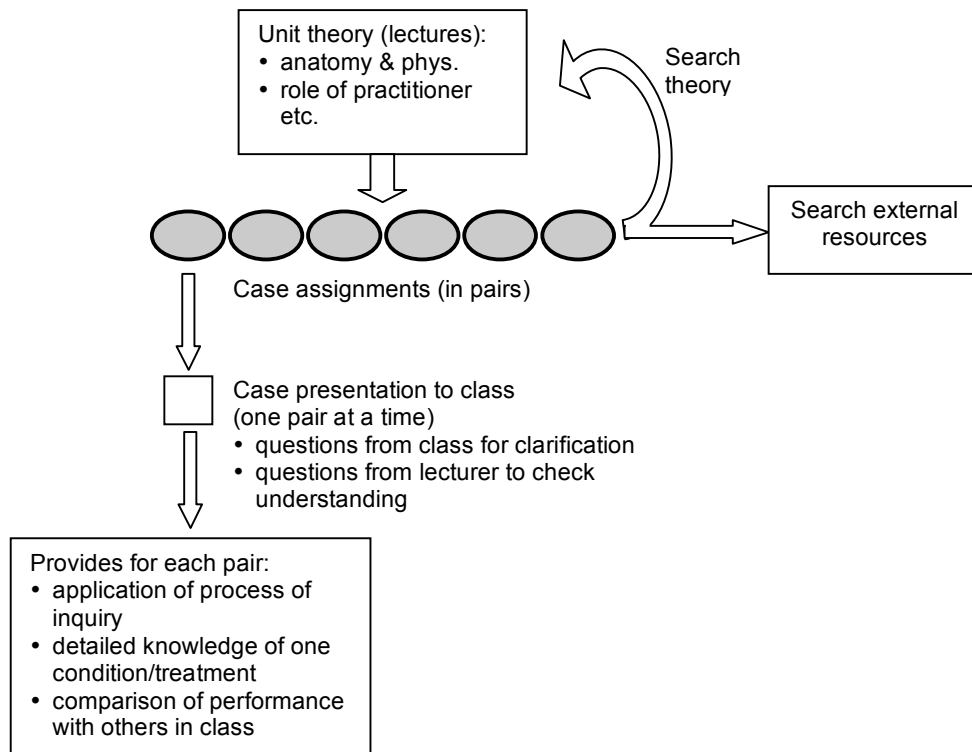
<i>What is M3 good for?</i>	<i>Limitations</i>
<p>Makes case the primary problem-solving activity of the week.</p> <p>Structured to allow individual analysis before groupwork begins.</p> <p>Knowledge-based objectives researched individually allows class time for discussion.</p> <p>Testing motivates pre-study and checks understanding.</p> <p>Class time devoted to interactive and reflective activities (communication skills and attitude objectives).</p>	<p>Must be guided by carefully framed objectives.</p> <p>Needs good facilitation to keep group discussion to the point.</p>

Case model 4: Case presentation by student panel
(e.g. 5th yr Medicine LCS)



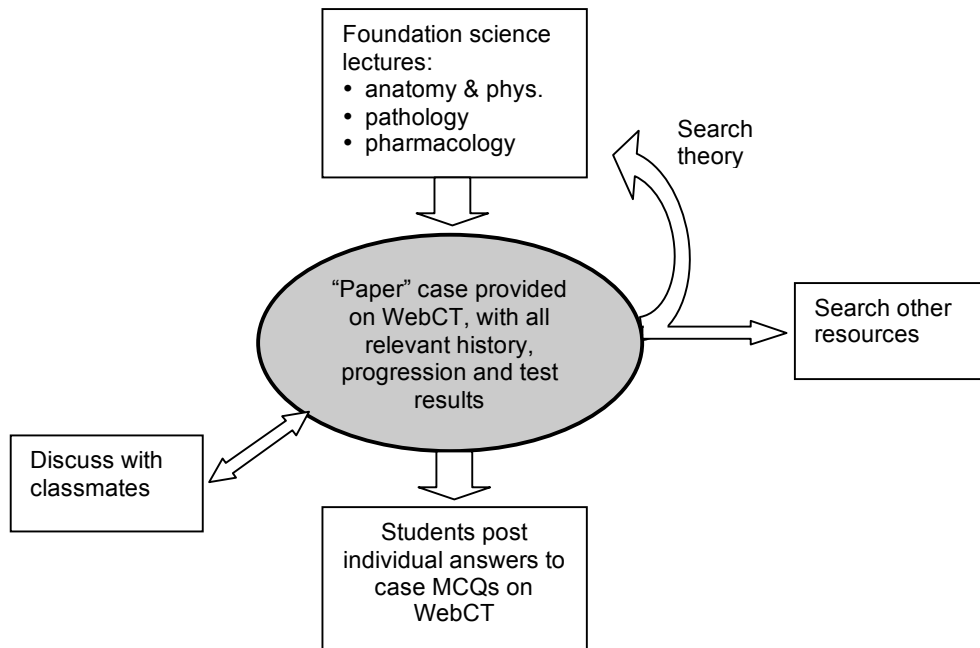
<i>What is M4 good for?</i>	<i>Limitations</i>
<p>Case is central to the session presentation.</p> <p>Makes recent tutorials contextual.</p> <p>“Team teaching” approach maintains class interest.</p> <p>Additional lecturer and specialist comments provide focus and ensure all points are covered.</p> <p>Student “panel” collaborate in research and preparing presentation.</p> <p>Provides delivery practice for students.</p>	<p>Easy for audience to be left out – requires good facilitation by lecturer to maintain interaction (questions asked of students in audience).</p> <p>Easy for specific “case” to be forgotten in wider discussion of disease and treatment options.</p>

Case model 5: Case-based assessment presentation
(e.g. 1st yr. Pharmacy)



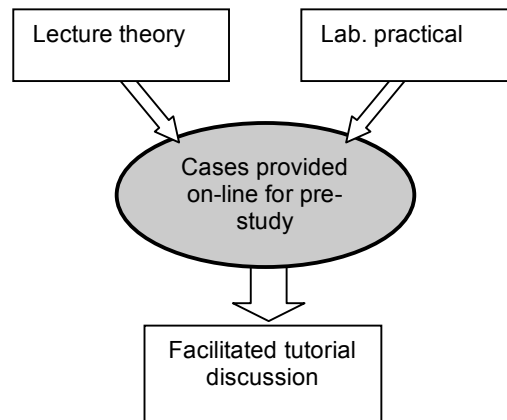
<i>What is M5 good for?</i>	<i>Limitations</i>
<p>Process orientation (rather than content).</p> <p>Requires participation from all students in turn.</p> <p>Check of understanding of information access.</p> <p>Lecturer questions probe deeper learning and understanding of students' research.</p> <p>Provides delivery practice.</p> <p>Gives students self-check of performance by observing others.</p>	<p>Little involvement of class in individual presentations.</p> <p>Knowledge not generalised to group (only one pair gains detailed knowledge of each case) hence limits discussion.</p> <p>Time consuming for large classes.</p> <p>Requires good marking guide to properly assess process and understanding.</p>

Case model 6: Case as summative assessment
 (e.g. Foundation science to 2nd yr nurses)



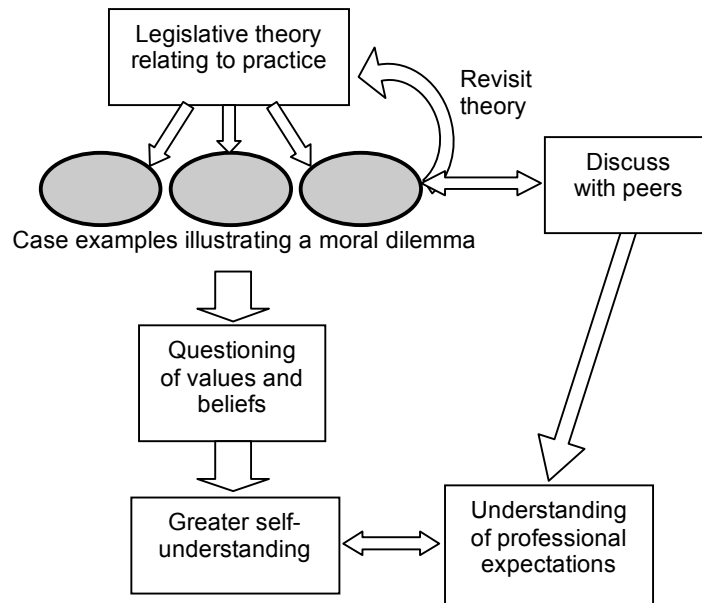
<i>What is M6 good for?</i>	<i>Limitations</i>
Assessment is used to consolidate and contextualise learning. Group problem-solving is identified as an important part of the process. Can be used with any class size.	Lack of contribution to discussion or using others to do the work relies on the group to monitor.

Case model 7: Cases to contextualise content in tutorials
 (e.g. 2nd yr Biomedical science)



<i>What is M7 good for?</i>	<i>Limitations</i>
Simple way to contextualise theory. Can be used to bring together and analyse knowledge from several weeks' work, e.g. for systems review. Can be adapted innovatively for large classes if different groups prepare separate cases for tutorial discussion.	Some students may avoid pre-study for tutorials. Cases are illustrative and less central to inquiry.

Case model 8: Cases to promote professional understanding
(e.g. Medication Management package)



<i>What is M8 good for?</i>	<i>Limitations</i>
<p>Cases chosen to stimulate self-questioning – immediate effect of contextualisation of previous theory.</p> <p>Makes direct connection to professional practice.</p> <p>Suited to self-study – not reliant on class discussion.</p> <p>Good possibilities for stimulating role play.</p>	<p>Of limited application to practice areas</p>