

# How Does A Case-Based Curriculum Enhance a Continuum of Learning?

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# Learning Objectives

- Participants will be able to:
  - Describe characteristics/features of the CPC curriculum
  - Discuss how case-based curriculum can enhance a continuum of learning.

# Clinical Presentation Continuum

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- 2 Courses: Medical Knowledge and Clinical Skills

# Clinical Presentation Continuum

- Medical Knowledge
  - Anatomy, physiology, immunology, etc.
  - Lectures, labs
  - Problem sets
  - Independent learning
  - Synthesis & Integration (Grand Rounds)

# Clinical Presentation Continuum

- Clinical Skills
  - History & Physical Exam Skills
  - Interviewing Skills
  - OMM
  - Case Study Discussions
    - (Case-Based Learning--CBL)
  - Early Clinical Contact

# Teaching Paradigm

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- Sage on the Stage
- Guide by your Side

# Purposes of Case-Based Learning Groups

- To learn the language of medicine by presenting and discussing cases
- To explore the process of medical reasoning
- To begin to develop skill in problem solving
- To learn to integrate concepts/principles in basic science, clinical information, ethics, psychosocial, epidemiology, etc.

# Purposes of Case-Based Learning Groups

- To provide a memorable clinical context for acquiring, retaining, and recalling knowledge
- To provide a safe learning environment
- To practice independent learning, self-direction
- To learn and practice collaborative learning skills

# Purposes of Case-Based Learning Groups

- To learn the skill of teaching others
- To value differences
- To develop as a professional
- To learn and foster group process

# Purposes of Case-Based Learning Groups

- To have the experience of being a member of a “learning team” that understands and uses group process for the purpose of maximizing the knowledge acquired by each individual in the group.

# Precepting/Teaching Tips

- Faculty determined learning objectives (discuss with student the objectives and relevance)
- Independent learning – self-directed (ask student about relevant reading he/she would like to accomplish in the rotation)
- Small group – encourage brief discussion session (5 minutes)
- Team – encourage discussion of cases and/or practice specifics with student and healthcare staff