

University of Central Florida College of Medicine

Case-Directed Learning Development Template

The following checklist has been created to aid in the development of a consistent, case-directed learning (CDL) format for the new pre-clinical curriculum. If you have any questions or suggestions as you work through the process of meeting the criteria outlined below, please contact david.harris2@ucf.edu and andrea.berry@ucf.edu.

Complete	Content Section:	Notes/suggestions:
<input checked="" type="checkbox"/>		
Title		
<input type="checkbox"/>	Does not include clues to the patient's illness (unless case starts with the disease to understand the mechanisms)	
<input type="checkbox"/>	Can be the name of the patient (encouraged)	
CDL divisions		
<input type="checkbox"/>	Each CDL must have a minimum of two parts (Part I and Part II)	
<input type="checkbox"/>	The parts may relate to one another in the following formats: <ul style="list-style-type: none"> • Evolution of the same pathology • Continuation of the case (i.e. 4 weeks later...) • Two different patients (both related to the week's theme) 	
Each of the following subheadings must be found in both Part 1 and Part II		
Case Description		
<input type="checkbox"/>	Must be concise	
<input type="checkbox"/>	Focuses primarily on patient history	
<input type="checkbox"/>	Can present symptoms and/or risk factors that the patient would exhibit	
<input type="checkbox"/>	For HSS integrated cases, includes description or set-up for social determinants of health, epidemiology, ethics, systems-thinking, role and relationships with team members, high value care or health system information science objectives	FS (ethics, roles and relationships, SDOH, epi), IS1 (above plus systems thinking and high value care), IS2 (above plus information science)
<input type="checkbox"/>	A picture of a patient with the disease is preferred	
Physical Examination (could be presented with the case description)		
<input type="checkbox"/>	Should discuss all physical exams that would be done if a real patient were to present with the symptoms described in the case	
<input type="checkbox"/>	Data should be shown if the exam was normal, unless it's part of a task/deliverable	
<input type="checkbox"/>	For special tests, information as to how to do the test and how to interpret the tests are included	
<input type="checkbox"/>	Minimum of 3 different physical findings	
<input type="checkbox"/>	If applicable, pictures should be added to visualize the patients' physical appearance/condition	
Diagnostic tests		
<input type="checkbox"/>	Provides evidence-based tests that are currently used in the clinical environment	

<input type="checkbox"/>	If applicable, for each picture (CT, MRI, Xray, blood smear), provide a link to a similar example taken from a normal patient	
<input type="checkbox"/>	If applicable, test should not be interpreted before they have had the chance to discuss (unless the focus of the case is foundational science and the interpretation aids in understanding the mechanism)	
<input type="checkbox"/>	If applicable, special considerations: <ul style="list-style-type: none"> • Lab analysis: If applicable, provide data to narrow down the DDx • Radiology: Provide an explanation of each picture (either in case or facilitators guide) • Special or specific diagnostic tests: Videos/pictures/values should have a note highlighting the important aspect/findings of the test 	You may have students hypothesize some of this data as part of a task/deliverable
Diagnosis and plan (could be in the case or debrief)		
<input type="checkbox"/>	Final diagnosis should be revealed (unless diagnosis is defined at the beginning of the case for foundational knowledge acquisition)	
<input type="checkbox"/>	Include prompts for students to identify a plan to address social determinants of health	
<input type="checkbox"/>	For IS courses, include prompts for students to identify a treatment plan	
<input type="checkbox"/>	Following the diagnosis and team developed plan, a plan of action must be revealed	
<input type="checkbox"/>	The plan may include pharmacotherapy, alternate medicine or physical treatment (courses earlier in the pre-clinical curriculum may not include the plan)	
<input type="checkbox"/>	For IS courses, discuss the short- and long-term evolution of the disease, as well as prognosis and long term follow up plan (i.e. interprofessional involvement)	
Closure (Wednesday activities)		
<input type="checkbox"/>	Provide a copy of the objectives for the case and add the following questions: <ul style="list-style-type: none"> • Was the team successful at meeting the objectives? • Are there any gaps in understanding that we should discuss or that I can forward to the large group debrief facilitator? 	

Complete <input checked="" type="checkbox"/>	Facilitator/Administrative Materials	Notes/suggestions:
Curriculum development		
<input type="checkbox"/>	While some HSS concepts have been built into the checklist, cases should be developed with the appropriate HSS instructor	
<input type="checkbox"/>	Consider which tasks (or question prompts) will facilitate the learning objectives for the case. Tasks may include the creation of a table, Venn diagram, drawing or narrative to create a differential diagnosis, identify mechanisms of disease, evaluate lab/path/imaging studies, identify anatomical structures, develop a treatment plan, etc.	
Learning objectives		
<input type="checkbox"/>	Objectives will be provided to students on the last day of the case discussion (typically Friday).	
<input type="checkbox"/>	Objectives are clear, concise, measurable and relevant to the case	
Facilitator guide		
<input type="checkbox"/>	Begins by providing the facilitator a case overview/summary and learning flow	

<input type="checkbox"/>	Provides a well-developed and complete DDx (if the goal of the case is diagnosis)	
<input type="checkbox"/>	Contains explanations, answers or key points the students should discuss for each section (Part I and II)	
<input type="checkbox"/>	Explains the results of diagnostic tests	
<input type="checkbox"/>	Provides prompting questions (to ensure discussion)	
<input type="checkbox"/>	Provides answers to all questions posed in the CDL	