



# Case-based learning from the “CE Educator’s Toolkit”

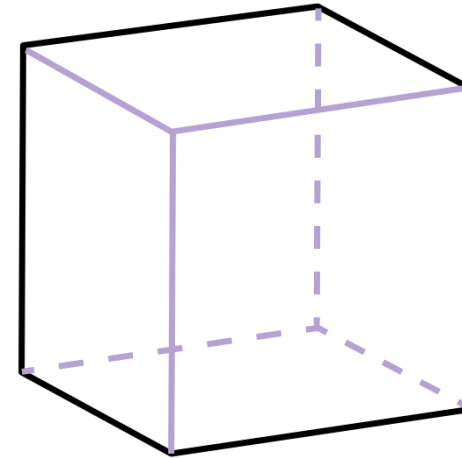
“The CE Educator’s Toolkit is a resource designed to equip educators with best practices and guidelines to deliver effective continuing education (CE). The toolkit was developed by the Society for Academic Continuing Medical Education (SACME) through an ACCME research grant in fulfillment of ACCME’s strategic goal to advocate for research and scholarship in continuing education.” (SACME), 2022)

**ADCES is sharing the case-study best practices from the tool-kit as an optional guide for speakers to use when developing and facilitating case-studies in their presentations.**

# Develop with authenticity

Case-based learning provides an opportunity to bring authentic experiences into the learning environment. It is important to include representative **stakeholders** in the case-study writing process [38].

When creating cases, authenticity is best achieved by staying true to a **real-world example**: include the main character with a problem that needs to be solved, describe the problem, and provide supporting data that will lead learners to ask questions [38].



# Types of Cases

There are many different types of cases that can be used as the foundation for a CE session. John considers the following approaches for facilitating a case-based learning activity:

Case Type	Description	Competency
Directed Case	Facilitator presents a case scenario to the learners, followed by a discussion. The discussion is structured based on close-ended questions [41].	Knowledge comprehension of foundational concepts
Dilemma or Decision Case	Learners are presented with a problem to work through and discuss [41].	Problem-solving and decision-making skills
Interrupted Case	Learners are presented with the case in multiple parts and are encouraged to make a decision prior to working on the next component [41].	Problem-solving skills
Analysis or Issue Case	Learners work on analyzing a retrospective case and its outcomes. They reflect on the scenario presented and engage in a discussion [41].	Analytical skills
Spontaneous Case	Learners present a scenario or problem in their current practice setting and engage in a discussion with peers to solve at the moment.	Problem-solving and decision-making skills

# How to develop a case



## HOW TO PREPARE

Principle	Collaborative/ Interdisciplinary	Authentic	Succinct	Evidence-based
Description	Integrate an interdisciplinary approach when developing a case [34].	Develop cases that are realistic to healthcare professionals and patients [34].	Cases should be written clearly and concisely [34].	Learning materials and resources presented to resolve the case should be grounded on evidence.
Actions	Form an interdisciplinary team that includes subject matter experts, instructional designers, and clinicians [34].	Engage healthcare professionals and patients in the development process and use real case scenarios [34].	Ensure the cases are reviewed by experts and end-users [34].	Examine current guidelines and literature before developing a case materials.

# How to facilitate case-based learning

## HOW TO IMPLEMENT

1

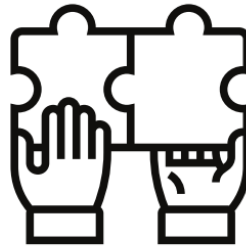
### Present the case



Provide learners with adequate time to read the case.

2

### Discuss the case



Set goals and identify the problem.  
Brainstorm approaches.  
Synthesize solutions and reach a consensus.

3

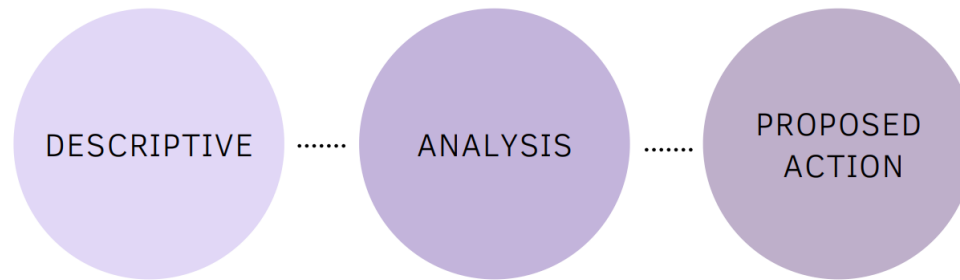
### Debrief the case



Deliver solutions and engage in knowledge exchange.



## Questioning in case-based learning



### "What"

Help learners dissect what has happened in the case and identify what information is available [45].

### "So what"

Detail what is expected of the group and what are different ways they can proceed with the case [45].

### "Now what"

Come up with a plan of action based on the details of the case and discussion [45].

## Sample: Planning canvas

KEY CONSIDERATIONS	Who would you engage to develop the case?	When would you present the case?	How would you work through the case?
	How would you present the case (before, during or after the session)?	What delivery approach would you select?	How would you debrief the case?

# Reference

(SACME), S., 2022. *CE Educators Tool-Kit*. [ebook] The Accreditation Council For Continuing Medical Education. Available at: <<https://www.accme.org/ceeducatorstoolkit>> [Accessed 11 May 2022].