

CASE BASED DISCUSSION GUIDE (CBDG)



LIBYAN INTERNATIONAL MEDICAL UNIVERSITY
FACULTY OF PHARMACY – PharmD Program
2020/2021

1. Definition of CBD:

Case-Based Discussion (CBD) is one of several exercises used to help the teaching and assessment of clinical skills, and its purpose is to provide structured teaching and feedback in a particular area of clinical practice.

CBD is designed to assess clinical judgment, decision making and the application of medical knowledge. CBDs are used throughout training and should encourage a reflective approach to learning.

2. CBD Competencies:

- Medical Record Keeping.
- Clinical assessment.
- Professionalism.
- Diagnostic skills and underlying knowledge base.
- Clinical judgment and decision making.
- Communication and team working.
- Leadership.
- Reflective practice.

3. Process of implementation of CBD session:

A. Before the session:

- 1) The session of CBD is applied twice weekly.
- 2) The case is shared with the students three days before CBD time.
- 3) Submission of Case Report one night before CBD Session.
- 4) Students prepare the oral presentation and case reports depending on the schedule of each rotation that is announced before the beginning of the rotation.

B. During the session:

- 1) The student setting in Room is a U shape.**
- 2) During the first 10 minutes of the CBD session, the preceptor should ask one or more students to give an oral summary of the Case of this session followed by a preceptor's comments or explanation.**
- 3) CBD session, depending on the length of rotation, includes:
 - 1. Report discussion of another team.**
 - 2. Oral Presentation of one team.****
- 4) During the discussion, each student should share his/her knowledge and information with other students and preceptors.**
- 5) At the end of the CBD session, the preceptor should summarize the discussion with medical information in the correct way.**

C. After Session:

- 1) Peer feedback Evaluation.**
- 2) Preceptor Evaluation.**

4. Time Needed for CBD Session:

The session is running for at least 2 hours:

- 1) 10 min Preceptor summary of medical case.**
- 2) 20-25 min for oral presentation.**
- 3) 1 hour for discussion.**
- 4) 15 min Preceptor summarizes the discussion with agreed actions.**
- 5) 10 min Feedback.**

1. References & Guides :

- 1) Before the beginning of each rotation, all references related to the cases within the rotation are announced to the students through MOODLE.**
- 2) The students are allowed to use extra references when needed in preparing their reports.**
- 3) Students must use the announced references as they will be examined according to them.**

2. Evaluation Forms of CBD :

1. Student Evaluation by preceptor Form (virtual case):



Libyan International Medical University
Faculty of Pharmacy
Pharm D Program

(APPE)



Form Name: Student Evaluation by preceptor Form (virtual case)

Academic Year:20...../20...

Form no: PharmD- Acad-37

Date: / /

Student Evaluation by preceptor Form (virtual case)

Rotation:

Case:

Student No.	Student Name	1 Attendance			2 Preparation			3 Listens well			4 Contributes			5 Not dominate			6 Sufficient Information					7 Explain information					8 Accept feedback		Total
		0	0.25	0.5	0	0.5	1	0	0.25	0.5	0	0.25	0.5	0	0.25	0.3	0	0.5	1	2	3	0	0.5	1	2	3	0	1	
	Criteria	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	

1. Time of attendance.

(1= absent or arrive at 20 minutes, 2= late more than 10 and less than 20 minutes, 3= attend on time or within 5 minutes)

Note: students are not allowed the session if arrive after 20 min.

2. Prepared and read the case before the session

(1=not prepared 2 = partially prepared, 3= well prepared

3. Listening well to others' group members and replying within the context.

(1= never, 2= sometimes, 3= frequently)

4. Contributing to the group's discussion throughout the whole session.

(1= never, 2= sometimes, 3= frequently)

5. Not dominating the discussion.

(1= never, 2= sometimes, 3= frequently)

6. Presenting sufficient information that promotes clearer and deeper understanding.

(1= very poor performance, 2= poor performance, 3= fair, 4= good performance, 5= excellent performance)

7. Explains information to others' group members.

(1= very poor performance, 2= poor performance, 3= fair, 4= good performance, 5= excellent performance)

8. Accepting feedback throughout the whole session and during the peer evaluation.

(1= no, 2= yes)

Note:

In case of non-professional attitude deducted 2 marks from the total

2. Virtual Case Report Evaluation Form:



Libyan International Medical University
Faculty of pharmacy
PharmD Program



Form name: Virtual case report evaluation form	Team
Form no: PharmD – Acad-45	Academic Year: 20.../20....
Preceptor Name:	Rotation name:

Virtual case report evaluation form

Case name:

No:	Student name	Did the student identify case problems?	Did the student determine the desired goals?	Did the student discuss appropriately therapeutic alternatives?	Was the student able to design an optimal plan?	Was the student able to evaluate the therapeutic outcome correctly?	Was the student able to collect sufficient data to educate the patient about his disorder and treatments?

Notes:

3= Satisfied, 2 = Fair, 1= Unsatisfied, 0 = not answered (0)

Give the student 2 marks Bonus:

- a) If Student Prepared Extraordinary Report.
- b) Used Evidence Base Practice in Solving the Case.

