**CASE BASED LEARNING (CBL) YEAR 3 (2025 - 26)**

**A BRIEF OVERVIEW**

In year 3 we move from PBL (problem-based learning) to **case-based learning** cases (CBL)**.**

All cases have been reviewed by module leads and the aim is to encourage learning in particular areas of the Year 3 learning outcomes (see Year 3 Handbook and CBL workbook for more detail. The CBL cases are supported by **Foundations for Clinical Practice (FfCP)** - a year-long module delivering the core knowledge content.

**CBL 1 – 8 (8 cases)** will be delivered during the Integrated Placement 1.

**CBL 9 – 17 (8 cases)** will be delivered during Integrated Placement 2.

**CBL 18 - 23 (7 cases)** will be delivered during Integrated Placement 3.

We are not prescriptive in the way these are delivered in order to fit with your own circumstances and resources, but you should adhere to the following core principles:

* **The focus is on applied knowledge and developing genuine understanding.** Please do not deliver content as a lecture (the core content has already been delivered), and instead focus on **facilitation** – where students drive the discussion. Top tips are given on page 2.
* Small group teaching is preferred, but if large group is the only option, please consider techniques to break into smaller groups for discussion (see below)
* Students are told to prepare for the sessions by reviewing the workbook in advance. Please also reinforce this, it is a reasonable expectation that this should happen.
* Keep focussed on the learning objectives given – year 3 is about common and important presentations and conditions.
* **Attendance is mandatory**. **You may run these onsite, online or hybrid**. Where possible, onsite is preferred for the benefit of discussion, however, where this is the only thing that students need to attend for, please consider running this as online or hybrid. **Sessions should not be recorded.**
* Where sessions are online, it is expected that cameras will be on. It is reasonable to ask a student to put their camera on, or follow up if this is a persistent problem
* CBL sessions may be delivered by “non-specialists” e.g. Education Fellows
* Please flag persistent absences early (any unexplained absences or >2 explained absences) – to the medical education team and the QMUL year team ([r.monnan@qmul.ac.uk](mailto:r.monnan@qmul.ac.uk) and [afsana.begum@qmul.ac.uk](mailto:afsana.begum@qmul.ac.uk))

**A possible format is:**

Prior to the moderated session:

* Students should work through the workbook individually, answering the points arising from the case step by step (they will have access via the QMPlus FfCP module page).

At the moderated session:

* Students should discuss the answers they have come up with during the session with their peers and the moderator.
* The moderator will be able to discuss / highlight areas of importance for the students to consider.
* Students will add information gleaned from the discussion to their workbook/notes, for use as a revision aid.

**Top tips for facilitating CBLs:**

Getting interaction from and discussion with students can be challenging especially with new or larger groups.

* ‘Think-pair-share' - give students some time to consider a question, discuss in a pair or a small group, then pairs/groups share their thoughts with the rest of the group.
* Encourage a ‘safe space’ where students feel ok to make mistakes – don’t dismiss answers if wrong - ‘I see what you are thinking, but...’
* Get to know the group (especially if you are a regular tutor) - try an icebreaker activity, build in some time to have a chat at the start of the session – how is placement going? What's the best bit? Read any good books?
* Use a voting tool for anonymous answers e.g. Menitmeter or Kahoot
* Consider having a rotating chairperson – each week a student leads the case, encouraging answers from the other students

Developing clinical reasoning is a learning outcome for Year 3 and relies on making thinking visible

* Make ‘why?’ your favourite question: Ask students to explain their reasoning for an answer or...
* Ask other students if they agree – have they reached a different answer and why?
* Role-model your thinking – explain your thinking and how you might approach the clinical problem – students love to hear about your experiences with real clinical cases, so please use these (maintaining confidentiality of course!)

Set some ground rules in the first session

* Help set some expectations – preparation, participation, professionalism, cameras on if online etc

You don’t have to teach everything!

* Avoid getting into unnecessary depth - If you have students who ask about less common diagnosis or want to know a lot of detail – signpost them to where they can find this information or take the discussion outside the CBL session

**List of CBL cases:**

Contacts for academic queries/suggestions in relation to the cases:

* Dr Manoj Menon: manojmenon@nhs.net
* Dr Lawrence Lim: t.lim@nhs.net
* Prof. Tahseen Chowdhury: tahseen.chowdhury@nhs.net

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| **CBL** | **Title** | **Academic responsible** | **When timetabled** |
| 1. | A patient in a coma | Prof Tahseen Chowdhury | Placement 1 |
| 2. | A patient with chest pain | Dr Manoj Menon | Placement 1 |
| 3. | A patient with haematemesis | Dr Lawrence Lim | Placement 1 |
| 4. | A patient in shock | Prof Tahseen Chowdhury | Placement 1 |
| 5. | A patient with breathlessness | Dr Manoj Menon | Placement 1 |
| 6. | A patient with rectal bleed and abdominal pain | Dr Lawrence Lim | Placement 1 |
| 7. | A patient with dizziness | Prof Tahseen Chowdhury | Placement 1 |
| 8. | A patient with wheeze | Dr Manoj Menon | Placement 2 |
| 9. | A patient with abdominal pain and jaundice | Dr Lawrence Lim | Placement 2 |
| 10. | A patient with headaches and sweating | Prof Tahseen Chowdhury | Placement 2 |
| 11. | A patient with a collapse | Dr Manoj Menon | Placement 2 |
| 12. | A patient with diarrhoea | Dr Lawrence Lim | Placement 2 |
| 13. | A patient with constipation and depression | Prof Tahseen Chowdhury | Placement 2 |
| 14. | A patient with joint pain | Dr Manoj Menon | Placement 2 |
| 15. | A patient with a painful leg | Dr Lawrence Lim | Placement 2 |
| 16. | A patient with multimorbidity | Prof Tahseen Chowdhury & Dr Jenny Blythe | Placement 2 |
| 17. | A patient with shortness of breath and cough | Dr Manoj Menon | Placement 3 |
| 18. | A patient with acute abdominal pain | Dr Lawrence Lim | Placement 3 |
| 19. | A patient with frequency and back pain | Prof Tahseen Chowdhury | Placement 3 |
| 20. | A patient with ankle swelling | Dr Manoj Menon | Placement 3 |
| 21. | A patient with melaena | Dr Lawrence Lim | Placement 3 |
| 22. | A patient with a breast lump | Prof Tahseen Chowdhury | Placement 3 |
| 23. | A patient with increased sputum production | Dr Manoj Menon | Placement 3 |