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## Pre-sessions description

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Inicial

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This is a step-by-step description of the content of the pre-sessions which was focused on clarifying concepts, explaining the case-based learning sessions sequences.

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Explanation in general, Explanation of Session 1, Explanation of Session 2, Ending pre-session

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## Pre-sessions description

### ***Explanation in general:***

*Hello everyone, we are so glad to have you here today. We are going to talk about some important pieces of information, which will be helpful to you to know how to work in the case-based learning sessions. Does anyone know what active learning and case-based learning are? before? Well, case-based learning may be considered as “an educational paradigm closely related to the more common PBL. This PBL approach is andragogical (adult teaching/learning), posing contextualized questions that are based upon “real life” problems that may be clinical or non-clinical”. Usually, the CBL sessions are broken into two moments/sessions.*

### ***Explanation of Session 1:***

*This session is divided into steps; however, some of them are not supposed to occur in a specified sequence. In this sense, the target is to have a collaborative moment between you (students) to create learning issues while you study a case. All steps need to be completed during the group discussion. We will allocate you to small groups, which will be very different from what you may be used to in high school. Each group will composed of twelve students at most, so we believe you will be rapidly familiarized with each other. In each group, there will be a faculty member who will work as a facilitator; this means that he or she will mediate sessions, but will not lecture, as you are used to you in high school. Now, we are going to explain those steps that we mentioned before.*

·Step 1 – *This step is called an icebreaker, where the facilitator will talk to you a little bit, just to learn a bit more about each student.*

·Step 2 – *This step is called the presentation of the mnemonic model, where the facilitator might show some mnemonic examples of differential diagnosis, which are important to promote discussion and help you over the case study.*

·Step 3 – *This step is called role designation. The facilitator will invite some of you to be volunteers in different roles throughout the sessions, such as the reader, the writer, the leader, and the search engine. The Leader in Session 1 will be responsible for coordinating discussions and managing the time for all students to have the opportunity to participate. In Session 2, the leader will be the person who starts the session by presenting the patient through the SNAPPS model. The Reader will be responsible for reading the case, as long as it is delivered by the facilitator; the Writer will be the one who is responsible for taking notes (at the virtual whiteboard or document of any cloud drive); these notes include the learning issues that will be established by you all during the discussion with your group. Lastly, but not least, the group will have the Search engine, who is responsible for finding the definitions of words that are relevant to better understanding a piece of the case. This student must not seek extensive information, as you will have time between sessions to study and prepare your presentation of the learning issue, which will be discussed in Session 2.*

·Step 4 – *This step is called Reading the case and discussion process. The facilitator will share pieces of a case and will ask the reader to start reading. During the reading process, the search engine is attentive to possible unknown words to search immediately. Therefore, the leader manages the discussion, while the writer takes notes of some possible important information that the group will define together, including information, which can be addressed as learning issues.*

Note: At the end of Session 1 you must have all the learning issues written on the virtual whiteboard.

*The group will have to decide how to divide and present the learning issues in the next session (Session 2). You are free to choose among interactive presentations, such as Kahoot, Whiteboard, Forms, Socrative, and Padlet. You can use PowerPoint; however, you are advised against it so that you all do not use the same appliance. Now we are going to present those platforms to you. Sharing screen and showing some possibilities for presentation.*

### **Explanation of Session 2:**

*This session includes times, which promote discussion and collaborative learning, particularly through your presentations of those learning issues. Like Session 1, Session 2 is divided into steps. The steps are as follows:*

- Step 1 – Learning issues presentations: *The facilitator invites the leader to start the session by presenting the patient described in the case through the SNAPPS model. This means: Briefly summarize the history and findings; Narrow the differential to two or three relevant possibilities; Analyze the differential by comparing the possibilities; Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches; Plan management for the patient's medical issues and Select a case-related issue for self-directed learning. After that, the presentations of learning issues begin. As you can see, the role of the leader is very important in starting the session, moderating the presentation, and moderating the group discussion time.*
- Step 2 – Feedback: *At the end of all the presentations, the facilitator will promote a moment of feedback, during which you may speak about your experience as a participant in Case-based learning sessions. This is important for self-evaluation. Some questions will be asked, such as: How was the session for you? What went well? What could have been done differently? I recommend that you...*

### **Ending pre-session:**

*Therefore, as you can see, this is the end of your experience with us in CBL sessions, but now we are going to show a sample of sessions in real life, just to provoke your imagination through a visual stimulus. A video was shown to demonstrate a portion of a regular session.*

*To conclude, I would like to thank you all for showing interest and enrolling to participate in the sessions. You are very important to us. As you may have observed I have spoken a lot, and I know you might have questions or doubts. Some of them I may answer now, but others I may not because it could negatively affect the purpose of the simulation sessions, or even demotivate you. For instance, if one of you asks about the case theme or pieces of the case in advance, I apologize but we cannot reveal this information, ok? So, now, what questions do you have? Curiosities? Doubts? Etc.*