

Case Based Learning Method:

1. Students are divided into groups of 4-6 students per group
 - a. This means ~ 22-24 groups
2. 4-6 cases should be prepared to be distributed among the groups
 - a. Each case will be reviewed by ~ 5 groups
3. Students are given a strict time limit by which they must complete their case assignment
4. Each case includes questions students must complete along the way, culminating in students proving a diagnosis, treatment, and recovery plan
 - a. Faculty should walk around the room and touch base with groups during this process to make sure they're on task, on the appropriate learning track, and working at a pace that will allow them to complete the task in the allotted time
 - b. If students are struggling to stay on task, or if groups are not working together in a satisfactory manner, individual roles in the groups can be assigned to help with group communication, participation, and efficiency
5. Students will be required to provide their answers in a PowerPoint that they will upload to LCMS+ when their work time expires
6. Groups will then be randomly selected to present their case. Presentations will be given from the students' seats by connecting to the classroom computer via Zoom.
 - a. A link inviting students to the Zoom will be sent to all students via email. One student from each group will be responsible for connecting to the meeting. The presenter will then select the student they want to share their screen.
7. Depending on the previous time limit set, students will have ~ 5 minutes to present their case. During their presentation, faculty should engage the presenter with questions to learn more about their process. Additionally, faculty should engage other groups that had the same case to see if they came up with the same information. If students have conflicting answers, they should start a conversation on it.
8. Groups should be selected in a way that all cases are presented in the class meeting session.
 - a. Therefore, students will actively work through one case, while listening to peer presentations on ~ 4 others.
9. At the conclusion of each case presentation, faculty should recap the case and provide answers to the case for students. Additionally, each case should be posted on LCMS+ with answers so students can use the information as study aid. If applicable, student PPTs can be posted as the correct answers.
10. After the class session, the PPTs that each group uploaded can reviewed to ensure students were completing the cases appropriately. If students are not completing cases in a satisfactory methods, some remediation should be made – lecture capture videos, address the subject at the beginning of the next lecture, reach out to students to discuss the issue.