



Case Studies

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Case Study #1

A microbiologist has been tasked with facilitating an active learning session during the tropical medicine week of a 9-week essentials of medicine block at a new school of medicine. The microbiologist requests one hour and provides the course director with the following learning outcome: “compare and contrast the life cycles and diagnostic features of Plasmodium and Babesia species.” Prior to the session, the course director contacts the microbiologist stating that there is overlap of the microbiology learning outcomes with a pathology session that is being delivered in the same week. The microbiologist heeds the course director’s advice and contacts the pathologist to request a shared session. The pathologist declines the invitation to share time, stating that “the session covers the pathology of malaria and babesiosis and the slides are already developed.”

When the tropical medicine week arrives, the course director attends both sessions and finds that there is significant duplication of content in the pre-reading, learning outcomes, and presentations. The course director contacts the microbiologist and requests that, next year, the contributions of the two disciplines be applied to a central problem in a combined session. The microbiologist contacts the pathologist and they set up a meeting to discuss next year’s sessions.

Case Study #2

Two faculty members, a geneticist and an obstetrician, are assigned to team-teach a 2-hour large group session on clinical cytogenetics. The two meet to plan for the session and have a difficult time coming to an agreement on how to address the material. Both faculty members understand that the SOM’s flipped classroom curriculum requires that the students come to class prepared and having read the material. As such, they agree to a reading assignment from the medical genetics book, which covers chromosome structure, karyotyping, common cytogenetic abnormalities, and techniques for invasive testing.

The geneticist proposes a sorting activity where the students work in small groups to match the karyotype to a case vignette of each cytogenetic disorder, followed by an in-depth case study exploring the indications for invasive testing of one, exemplar disorder. The obstetrician disagrees and feels that they should discuss each disorder and would like to provide anecdotes and “clinical pearls” from her personal experiences for each one. They decided to proceed with a plan that they feel allows them to both accomplish their individual learning outcomes: “apply knowledge of chromosome structure, function, and segregation” and “recognize the clinical presentations of and diagnose common cytogenetic disorders.” The geneticist will spend the first portion of the session with the students doing the sorting activity described and the obstetrician will spend the latter portion presenting multiple short case vignettes.