

CASE BASED DISCUSSION GUIDE (CBD)



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

Definition of CBD:

Case-Based Discussion (CBD) is one of a number of exercises used to help the teaching and assessment of a 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.

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

Process of implementation of CBD session :

- **Before the session:**
 - The session of CBD is applied twice weekly.
 - The case is shared with the students three day before CBD time.
 - Submission of Case Report one night before CBD Session.
 - Students prepare the oral presentation and case reports depending on the schedule of each rotation that is announced prior to the beginning of the rotation.

- **During the session:**
 - During the first 10 min of CBD session the preceptor should give oral summary about the Case of this session.
 - CBD session, depending on the length of rotation, includes:
 - Oral Presentation of one team.
 - Report discussion of another team.
 - During discussion, each student should share his/her knowledge and information with other students and preceptor.
 - At the end of the CBD session, the preceptor should Summarise the discussion with medical information in the correct way.
- **After Session:**
 - Peer feedback Evaluation.
 - Preceptor Evaluation.

Time Needed for CBD Session:

The session is running for at least 2 hours:

- 10 min Preceptor summary of medical case.
- 20-25 min for oral presentation.
- 1 hour for discussion.
- 15 min Preceptor Summarises the discussion with agreed actions.
- 10 min Feedback.

Evaluation Forms of CBD :

1. Student Evaluation by preceptor Form (virtual case)



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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:

Team no:

Preceptor Name:

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	1	0	0.25	0.5	0	0.25	0.5	0	0.25	0.5	0	0.5	1	2	3	0	0.5	1	2	3	0	1		
		1	2	3	1	2	1	2	3	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2		

- Time of attendance.
(1= absent or attend after 15 minutes, 2= late more than 5 and less than 15 minutes, 3= attend on time or within 5 minutes)
 - Prepared and read the case before the session
(1= no, 2= yes)
 - Listening well to others' group members and replying within the context.
(1= never, 2= sometimes, 3= frequently)
 - Contributing to the group's discussion throughout the whole session.
(1= never, 2= sometimes, 3= frequently)
 - Not dominating the discussion.
(1= never, 2= sometimes, 3= frequently)
 - Presenting sufficient information that promote clearer and deeper understanding.
(1= very poor performance, 2= poor performance, 3= fair, 4= good performance, 5= excellent performance)
 - Explains information to others' group members.
(1= very poor performance, 2= poor performance, 3= fair, 4= good performance, 5= excellent performance)
- Accepting feedback throughout the whole session and during the peer evaluation. (1= no, 2= yes)

Activate
Go to Setting

2. Virtual case report evaluation form:



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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 optimal plan?	Was the student able to evaluate therapeutic outcome correctly?	Was the student able to collect sufficient data to educate the patient about his disorder and treatments?

Note: Satisfied (3) Fair (2) Unsatisfied (1) not answered (0)

Activate Windows
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3. Oral Presentation Evaluation form:

Libyan International Medical University	
Form Name : <u>Oral Presentation Evaluation</u>	Version No : 02
Form No : PharmD - Acad_05	No of pages: 1
Libyan International Medical University	Year : Block/
Faculty of Pharmacy (PharmD Program)	Problem No.
Evaluator Name:	Date: / /
Evaluator Signature:.....	

No.	Student Name	Team					Presenter				Total
		Clear aim	Organized presentation and easy to follow	Time for presentation used effectively	Slides enhanced presentation	Presentation was done in a way that engaged audience	Presenter exhibited a good understanding of topic	Presenter was well-prepared	Presenter spoke clearly/effectively	Presenter responded effectively to audience questions and comments	

Acti
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References:

1. https://nanopdf.com/download/cbd-presentation-2_pdf
2. https://www.iscp.ac.uk/static/public/cbd_guidance.pdf