

Appendix 3.

Expert Patient
Programme
Toolkit

Appendix 3. Case Based Discussion Tutorial: Tutor and student guide

Foundations for Practice – Psychiatry attachment
(March 2022 onwards)

Derby Psychiatry Teaching Unit

Case Based Discussion Tutorials (CBDT)

Student & Tutor Guide

Arrangement of Topics for Central Teaching

Week 1	Psychiatric assessment and management, ethical and legal issues
Week 2	Psychotic disorders & psychiatric emergencies
Week 3	Mood Disorders & psychiatric manifestations of other medical conditions
Week 4	Anxiety Disorders and Eating Disorders
Week 5	Personality Disorders / Alcohol & Substance Use Disorders
Week 6	Child and Adolescent / Perinatal / Intellectual Disability Psychiatry

Introduction

The clinical curriculum has been developed with a case-based learning approach therefore, case-based discussion tutorials are a key component.

Students who have been on placement will present their cases to the small group (10 to 11 students in each group). this will form the core component of the session and the cases must be relevant to the topic of the week as mentioned in the above table. The tutorial group will be asked to draw upon the learning from the online resources of the week and their own clinical experiences to discuss the cases that are presented.

All students will be allocated slots across remaining 5 weeks (as week 1 is for introduction by tutor and case slot allocation) with specific times to present their cases. Each student must present at least one case per placement.

These sessions will allow students to explore their learning from the Moodle cases and how these relate to clinical applications and the relevant ILOs.

Students presenting cases should prepare in advance of the tutorial and will have the opportunity to ask the tutor to complete formative work-place based assessments (WPBA) for feedback and to inform their future development needs.

Each session should follow a standardised structure, so students and tutors become familiar with what to expect. The content will change weekly depending on the topic.

Each session (120 mins including a short break) should include the following:

1. Preparation
2. Opening
3. Presentations (15 - 20 mins)
4. Discussion about shared and generalisable learning from each case (20 mins, with each discussion for 5 mins)
5. Any professional and ethical dimensions of both cases (5-10 mins)
6. Reflective Practice and Closing the session (5-10 mins)

Step 1: Preparation - In advance of the session the objectives

Tutor

Be familiar with the attachment workbook, the intended learning outcomes (ILOs) and Moodle resources for that week.

Your students will be aware that the sessions will need presentations from students relevant to the case. These should be from patients they have seen (no data should be identifiable)

Students

In preparation for the session, student should have -

1. Reviewed the Moodle learning materials relevant to the case
2. Agreed within the group who will present (2-3 short presentations using the case presentation structure)
3. These **SHOULD NOT** contain any patient identifiable data,
4. Please make sure that student divide responsibility up equally across the group during each attachment so that each student presents at least one case per placement.

Step 2: Opening the session

Tutor

At the start of each session please remind students regarding issues of confidentiality, not to repeat discussions on social media or in person or share patient presentations or attributable information outside of the meeting.

Check who is present and that presentations have been distributed amongst the group.

Check whether students have had any challenges with their placement that week.

Please be aware that whilst all students will have covered the online knowledge and some accompanying clinical skills for this week's topic, only some students will have seen similar clinical cases on the wards or in clinic.

Students

Please identify areas that have gone well this week or if you have any concerns\challenges about the placement so that the tutor can manage time in the session.

You may not yet have covered the clinical placement activities for the topic of the week, but you can still gain a great deal from the session and your tutor will expect you to contribute where you can.

Step 3: Case presentations (15 - 20 mins)

Tutor

Invite allocated students to present their case(s) either in person or via Microsoft teams depending on the local agreement.

Students can present the case verbally or can use PowerPoint. If student is presenting the case verbally, they should have circulated a word document of the case to tutor and whole group before starting their presentation.

Students

Student should ideally present all 3 areas of the case (History, Mental state examination and Risk assessment). In some circumstances, they may present an aspect of a case.

Whichever they choose please limit it to around 5 minutes for each aspect. Student who is presenting the case can get a WPBA signed off for each aspect of presentation (3 WPBA's for History, MSE and Risk assessment). The focus is on sharing experiences and types of presentation.

Student will present these three things for their chosen case:

1. History relevant to the case
2. Mental state Examination
3. Risk assessment

Step 4: After the presentation - Discussion about shared learning from each case and generalisable learning (whole group participation)

Tutor and Students

To encourage participation and joint up active learning, each group has students allocated a number that will have a role of leading on the discussion within the group. (ALL THESE ROLES WILL BE CLARIFIED IN WEEK 1 INTRODUCTORY SESSION). Tutor will be guiding and facilitating the discussion throughout the session.

E.G for each week –

Student 1 – will present case 1

Student 2 – will lead discussion on summarising the clinical features of case 1 and informing the group about aetiology of the relevant disorder (like psychosis for week 2, depression and bipolar for week 3, anxiety and eating disorder in week 4, personality disorder and alcohol dependence in week 5, ADHD and autism in week 6)

Student 3 – will lead discussion on differentials for case 1, and further questions or investigations that will be needed to rule them out.

Student 4 – will lead discussion on acute management of case 1, with focus on risk management plan (if the risks are low, then the student group need to think of worst-case scenario risk management)

Student 5 – will lead discussion on developing a biopsychosocial management plan in medium and long term for case 1.

TUTOR CAN ALLOW THE GROUP TO HAVE A SHORT BREAK AT THIS POINT (depending on overall time management of the session)

Student 6 – will present case 2

Student 7 – will lead discussion on summarising the clinical features of case 2 and informing the group about epidemiology of the relevant disorder (like psychosis for week 2, depression and bipolar for week 3, anxiety and eating disorder in week 4, personality disorder and alcohol dependence in week 5, ADHD and autism in week 6)

Student 8 – will lead discussion on differentials for case 2, and further questions or investigations that will be needed to rule them out.

Student 9 – will lead discussion on acute management of case 2, with focus on risk management plan (if the risks are low, then the student group need to think of worst-case scenario risk management)

Student 10 and 11 – will lead discussion on developing a biopsychosocial management plan in medium and long term for case 2.

NB: with every week the allocated role for each student will move to the next student in the list, for e.g., in week 3, student 2 and 7 will present the cases.

For groups with 11 students, in week 6, there will be three case presentations with student 5, student 10 and student 11 presenting the cases. Whole group will cover various elements (summary of symptoms, differentials, risk management and long-term biopsychosocial management) of the third case together.

Step 5: Professional and ethical dimensions of the case (5 -10 mins)

Tutor

Students will have a separate time (during the PDSF session just after this session) to discuss ethical and professional issues they have encountered on the course.

Students may need to explore relevant professional and ethical dimensions of each case. Please identify any areas relevant to each case.

If there are any professional concerns identified during a session, tutor will use school processes if students need further support or advice.

Students

Please highlight these issues as relevant to your case and engage with any discussions. They are important in terms of developing your professional practice and will be essential in terms of developing your understanding for professional practice.

In the end, tutor should ask students to share experiences about different presentations they have seen relevant to the cases.

Step 6: Summary of reflection on activities and closing the tutorial (5-10 mins)

Tutor

Please encourage students to consider what they have learnt so far and what areas they need to develop further. This may also help inform sites on what further opportunities the students may require during their placement.

Finally, please check that students are OK, if there are other questions and if any presenting students would like WPBAs completed, then close the session.

Students

Take a moment to reflect on your learning so far and any specific areas that you need to develop – your tutor may be able to give you some advice on further opportunities for learning.

If you have presented you may wish to request the tutor to complete a CBD formative WPBA form for you.

TUTOR TO CONFIRM NEXT WEEKS CASE PRESENTERS BEFORE ENDING THE SESSION.

Special case situations -

1. Student couldn't find any case to present
2. Student found a case but of different topic
3. Student is off sick.

Week 1 introductory session by the tutor

Structure of the session

1. General introduction
2. Allowing students to reflect from the CDBT guide that was sent to them. Do they have any questions?
3. Go through the guide in terms of each aspect.
4. Allocate numbers to each student in the group, so every student knows when they are presenting their cases. It will also help other students to know their roles around leading on discussions of various other elements like differentials and management plans.
5. Tutor to present a clinical case as will be expected from students in the following week. (Tutor can use their own case or the case that are on Moodle or the videos on Nottingham University YouTube page - <https://www.youtube.com/playlist?list=PLBF6D1605733BAACB>)
6. Tutor to then lead a discussion, as students will be expected to, around various elements of group discussion. I.E - summary of symptoms, differentials, risk management and long-term biopsychosocial management.
7. Tutor to ask students around any doubts, confirm next weeks case presenters and close the session.