

## Sample CBL Day 2 Tutorial Teaching Plan

*Timing is only a suggestion as this will vary based on case, types of questions, and your group.*

This is a potential teaching plan that you can use to guide your CBL tutorial. It was developed by CBL tutors based on their experiences. Timing is only a suggestion as this will vary based on the case, types of questions, and your group.

### Orientation and Setting the Stage (5-10 mins)

- If you are new to the group and/or the group is new to each other, spend time to get to know each other (backgrounds, interests, your clinical practice area etc).
- Discuss how you see your role as the tutor and their role in making this tutorial successful, tutorial process to be used, any specific things you like to do as the CBL tutor, what they have found useful in the past, and reinforce the expectations that each student comes prepared to discuss all assignment questions and that everyone participates in an equitable and effective manner (these two expectations you will be evaluating)
- Reflect with the group about the Monday (Year 1) or Friday (Year 2) afternoon CBL session, Virtual Patient Case, and assignment questions (group & individual) – How did it go?
- Identify any terms used in the Virtual Patient Case that may be unclear.
- Ask the students to identify the 4 Cs (What were they **clear** about? What were they **confused** about? What needs **clarification**? What do they want for **continued** learning?)

### Summary of the Virtual Patient Case (5 min)

- Ask a student to summarize the case or role model how this case can be summarized.
- It is expected that all students go through the case and are familiar with the case before the CBL tutorial.

### Discussion of the CBL Assignment Questions (90 min)

- Discuss Assignment Questions one by one – please cover all questions as students on their competency on these questions on their Mastery Exercises.
- If a group identifies an interest to discuss something in greater detail or you identified a need for in depth discussion, you can discuss it at this time. If the group has identified interesting topic areas that may not be totally related to the assignment questions, you can put up on a “Parking Lot List” as areas for further exploration based on time availability.

### What if scenarios (20 mins)

- Discuss “What if questions”. These are listed in your case guide.
- You will need to present these to the group as they have not seen these before.
- Please leave time to discuss these as they are also testable materials.
- You can also pose the “What if” questions earlier in the tutorial if it seems more genuine to do so in the context of the initial discussion.

### Additional in depth discussion of items/concepts (20 mins)

- Discuss items identified by the group earlier that require greater discussion

### Closing (10 mins)

- Summary of the key concepts covered, major learning points or take away, identify areas that may require further learning
- Summary can be led by CBL tutor or a student

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