Pedagogy in the Pathways
Curriculum
Preparing Content for CBCL sessions
* Introduction to the Profession
Pathways Curriculum Map
HARVARD MEDICAL SCHOOL

Beginning August 2015

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Year I

Year II

MBBD | Transition to the PCE | POM | POM

Professional Development Weeks
MEDICAL STUDENT CONCENTRATION DURING LECTURES
Stuart & Rutherford Lancet 1978

HMS Academy
Much less of this...

Much more of this!
Video of CBCL session
Respiratory Physiology
Drs. Rich Schwartzstein and Jeremy Richards

https://www.youtube.com/playlist?list=PLFYav0Kl1orHqfHGHcJCbrNcaI9h2DYP9
CBCL Classroom set up
Anatomy of a Case-Based Comparative Learning Session

1. Presentation of questions from the homework
2. Student discussion in groups of 4
3. Faculty Facilitated Group Discussion
4. Repeat above - Question from Homework, or New Question
5. Take time to summarize during or at the end
Get Started

- Brainstorm
- Review previous materials
- Goals and objectives
Flow through Tubes

Summary

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Preparatory Instructions

1) Read the session notes and answer the included thought questions.
2) Read the supplementary material.
3) Watch the concept video(s) on...
4) Assess your understanding of the preparatory material by completing the Flow through Tubes Readiness Assessment Exercise on Learning Catalytic.
5) Work through the preparatory assignment at the end of this document.

Session Resources

1) Flow through Tubes session notes
2) Concept videos on...
3) Supplementary readings
Be able to define the following terms:

From earlier sessions
- Term 1
- Term 2
- Term 3

For this session
- Term 1
- Term 2
- Term 3

Preparatory Questions
- Question 1?
- Question 2?
- Question 3?
Session Title--MINICASES

Summary
Content summary

Preparatory Instructions
1) Read the session notes and answer the included thought questions.
2) Read the supplementary material.
3) Watch the concept video(s) on...
4) Assess your understanding of the preparatory material by completing THE READINESS ASSESSMENT on Learning Catalytics.
5) Work through the preparatory assignment at the end of this document.

Session Resources
1) Session notes
   a. This session
   b. Previous sessions in this course
   c. Previous sessions in previous courses
2) Concept videos on...
3) Supplementary readings

Be able to define the following terms:

From earlier sessions
Term 1
Term 2
Term 3

For this session
Term 1
Term 2
Term 3
General tips:

• Consider engaging students from the Student Interest Group
• Present a draft session to faculty with some time left to edit
  – Serves as faculty development for the session
  – Improves the material overall
  – Creates buy in from Core Faculty—this may be the most important function!
• Delete, delete, delete. Less prep is more valuable than too much.
• Make sure your content is congruent with other content in your course.
• Think about how technology will be used, and include this in Faculty Guide.
• Paired-teachers need to meet ahead of time to decide how to run session and review the material
• Students appreciate and strongly prefer prep work specifically prepared for a course/session
• Time keeping is critical.
  – Too little time is better than too much
  – Include a generally recommended timeline for your session.
• Time for review of major points
  – This can be done periodically during the session
  – Save 10 mins at the end of the session
• Faculty guides should include a list of summary points.
• Seek feedback from Faculty and Students after the session. Keep notes so you can revise the materials as needed.