



## Small TLEF Project – Final Report

*To be completed for Small Projects upon completion of the project.*

*Please limit this report to a maximum of 2 pages.*

Project Title:

Case-Based Learning (CBL) Tutor Training  
Program: Supporting MD Undergraduate  
Curriculum Renewal

Report Submission Date:

(2017/10/23)

Principal Investigator:

Katherine Wisener

Project Initiation Date:

(2015/04/01)

Report Submitted By:

Katherine Wisener

Project Completion Date:

2016/09/01

### Summary of Work Accomplished

*Describe if and how the project has significantly contributed to the enhancement of teaching and learning, as well as if and how the project outcomes constitute sustainable benefits to students.*

The launch of the renewed medical curriculum brought forth many changes, including the shift from Problem-Based Learning (PBL) to Case-Based Learning (CBL). In order to support this pedagogical shift, UBC's Office of Faculty Development and regional Faculty Development teams have successfully developed and implemented a tutor training program across all four UBC distributed sites. Through a number of focus groups, key informant interviews, needs assessments, and pilot projects, we developed, piloted, implemented, and evaluated a comprehensive and coordinated site-wide CBL tutor training program. This program includes an online module, in-person sessions, four training videos, an updated and comprehensive tutor website, and ongoing faculty development support in weekly tutor meetings. Since medical students spend 20% of their scheduled curricular time in CBL sessions, the investment in faculty development for CBL tutors has had a significant positive influence on both tutors' teaching and students' learning. By improving the quality and impact of CBL tutors, this project has benefited student learning.

Undergraduate and postgraduate students have contributed greatly to the success of this project. Medical students from all years have provided their perspectives and feedback through four student representatives who attend and contribute to project team meetings. Additionally, students are involved as standardized learners in tutor training sessions. Some postgraduate residents are engaged through their roles as tutors.

For sustainability, we implemented a train-the-trainer approach across the four sites, where team members trained key site individuals to deliver the training to tutors at their respective sites. This ensures consistency, accountability, and capacity-building. Moving forward, ongoing maintenance of the tutor training program, including continuous evaluation and quality improvement, will be incorporated into the regional Faculty Development units at each of the sites.

We are currently disseminating our findings, including preparing a publication on attitudes towards technology in CBL. At the Canadian Conference on Medical Education (CCME) in 2015, we presented a poster titled "Curricular Changes and Supportive Faculty Development in a Distributed Medical Model."



At CCME in 2016, we presented a workshop “Facing Major Curricular Changes? An Interactive Workshop Addressing the Opportunities and Challenges of Implementing a Case-Based Learning Approach” and a poster “Supporting Faculty through Curriculum Renewal in a Distributed Medical Education Program: A Blended Learning Approach to Faculty Development.” We presented a poster, “Case-Based Learning Tutor Training Program: Supporting MD Undergraduate Curriculum Renewal” at the May 2016 TLEF Showcase.

### **Evaluation of Project Outcomes**

*Describe the outcome-based criteria used to evaluate the project’s success or performance.*

Post-module evaluation: Tutors were asked to complete an online feedback survey after completing the online module portion of the tutor training. 94/98 (96%) of tutors agreed or strongly agreed they were confident they would be able to apply what they had learned in the module to their tutoring. Overall, tutors were very pleased with the module, rating the overall quality as 4.2 out of 5.

Post-tutoring evaluation: Tutors were asked to complete an online feedback survey after having attended the in-person training session and tutored in their block. 52/69 (75%) of tutors agreed that looking back, the online module prepared them to facilitate CBL sessions. Qualitative comments from tutors also mentioned that the combination of online and in-person training was helpful, lending support to the blended learning model.

Other measures of success: Across all sites, we successfully provided tutor training to the greatly increased number of tutors required for the renewed curriculum in switching from PBL to CBL. The tutor training was standardized, consistent, and coordinated among sites, while retaining the ability to be customizable to each site’s contexts and needs. Sites were able to share successes, challenges, and resources. Student and tutor feedback were incorporated into the tutor training program through an ongoing improvement process.