

## Body

The Body of your instructional session is the core. This is where you present the material & allow students to practice to help them learn the material that they need to know. Day 1 of Tips will focus on a Body appropriate for academic teaching while the body in Day 2 will look at teaching skills/procedures & clinical reasoning.

### C.A.S.E. Curriculum Model

To help our learners to transfer their knowledge, skills, & attitudes (become strong problem-solvers) we are committed to teaching knowledge, skills & attitudes in clinically relevant contexts, using integrative patient scenarios, or cases. As students learn & progress, the tasks they face will grow with them until the cases & practice exercises are real, authentic situations. This will allow our students to build on success, reinforce prior learning, & become prepared to transfer their learning to new & different situations. The University of Saskatchewan, College of Medicine has adopted the C.A.S.E Curriculum Model in order to achieve this goal.

The body of your lesson should be built using 2 or more of the following elements of the model:

- Cooperative Learning
- Active Learning
- Self-Directed Learning
- Experiential Learning

For more information about teaching techniques in each of these elements, see the Medical Education Wiki: <https://wiki.usask.ca/display/db/Medical+Education+Wiki+Home>

### The C.A.S.E Curriculum is focused on Competencies

As you read in the objective section, competencies represent the knowledge, skills & attitudes students should exhibit upon completion of each level of study (course/year). Class & rotation objectives help students move towards achieving competency.

### The C.A.S.E Curriculum incorporates Cooperative Learning (CL)

Providing medical services is a group effort & CL has been shown to facilitate developing the skills to work in teams. We believe in best-practice CL (Johnson, Johnson, Smith, 1998; Nilson, 1998) which has five important & necessary features:

1. positive interdependence
2. face-to-face promotive interaction
3. individual & group accountability
4. interpersonal & small group skills
5. group processing.

**Positive interdependence:** Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group goals & tasks, therefore, must be designed & communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that (a) each group member's efforts are required & indispensable for group success & (b) each group member has a unique contribution to make to the joint effort because of his or her resources &/or role & task responsibilities. Doing so creates a commitment to the success of group members as well as one's own & is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.