**Facilitator Guide**

Foundational science tips in green

Clinical tips in purple

**Title:** Click or tap here to enter a title for your patient-based discussion. Titles should be framed as “(Patient name) with (symptom/chief complaint)”.

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# **Case Learning Objectives**

By the end of this patient-based discussion, learners should be able to:

Click or tap here to enter a learning objective. Click ‘+’ to add more. Be sure to number them.

# **Section I: Chief Concern & History**

## (**Choose a duration for the discussion**)

Length of visit: Choose an item.

Type of visit: Choose an item.

Note type: Click or tap here to enter which type of note should be written. Delete if not needed.

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section. Example: “LO #3, 4, and 5”.

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Directions: Complete this section prior to attending the facilitator-led patient-based discussion. Then, at the start of the discussion, provide a brief summary for your facilitators. Afterwards, you can proceed to Section II.

## Chief Concern

Click or tap here to delete this text and replace with an introduction to the patient and their broad concern. You can also include situational components such as what department the reader is working in, who their supervising clinician is, where they were referred from, etc.

## History of Present Illness

Click or tap here to delete this text and replace with history of the present illness. Include onset, provocation or palliation, quality, region/radiation, severity, and time course of disease progression. Use the dialog form below to add this information in the form of a patient dialogue. Click the ‘+’ to add additional dialogue exchanges. If you do not wish to include dialogue, delete the below text and summarize the complete HPI here.

### “Click or tap here to enter a question for the patient.”

“Click or tap here to enter patient’s response.”

## 

## Remaining History and Details

Click or tap here to enter a summary of any remaining past medical/surgical, family, and/or social history important for the case. Social history can include factors such as substance abuse, housing status, food availability, support, sexual history, employment, and safety. Include allergies and prescribed/OTC medications.

## 

## Section Questions

1. Click or tap here to enter a foundational science discussion question. A good question for this question could have learners construct a mechanistic map for the problem presented. You could also ask learners to consider a factor of the patient’s social history and how it might interplay with their presentation and care. Click ‘+’ to add additional foundational science questions and keyed answers.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group. Suggest how they might facilitate the learners’ thought processes when first being presented with this problem.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

1. Click or tap here to enter a foundational science discussion question. A good question for this question could have learners construct a mechanistic map for the problem presented. You could also ask learners to consider a factor of the patient’s social history and how it might interplay with their presentation and care. Click ‘+’ to add additional foundational science questions and keyed answers.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group. Suggest how they might facilitate the learners’ thought processes when first being presented with this problem.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Brief Facilitator Audit 1:**

Foundational scientists: the learners should provide a summary of their answers since they worked on this section prior to class. Use this time to check that learning objectives for this section have been met.

Clinicians: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?

# **Section II: Review of Systems**

## (**Choose a duration for the discussion**)

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section. Example: “LO #3, 4, and 5”.

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### General

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Head, Eyes, Ears, Nose, Throat

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Cardiovascular

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Respiratory

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Gastrointestinal

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Genitourinary

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Musculoskeletal

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Skin

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Neurological

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Psychiatric

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Endocrine

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Heme/Lymph

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

### Immunological

Click or tap here to add a review of this system. If review of this system was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Section Questions

1. Discuss your pertinent findings.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group. Also include any tips for guiding learners through their thought process.

1. Click or tap here to enter a foundational science discussion question. This is a good opportunity to ask about the foundational science underlying the patient’s symptoms. Click ‘+’ to add additional foundational science questions and keyed answers.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group. Also include any tips for guiding learners through their thought process.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Brief Facilitator Audit 2:**

Foundational scientists: check that learning objectives for this section have been met. Feel free to summarize the team’s discussion and how it lines up with the learning objectives.

Clinicians: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?

# **Section III: Physical Exam**

## (**Choose a duration for the discussion**)

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section. Example: “LO #3, 4, and 5”.

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## General Observations

Click or tap here to add general observations.

## Vital Signs

Click or tap here to add vitals.

## Head, Eyes, Ears, Nose, and Throat

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Lymph

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Respiratory

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Cardiovascular

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Abdominal

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Skin

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Genitourinary

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Musculoskeletal

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Neurological

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Psychological

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## Extremities

Click or tap here to add relevant physical exam results. If this exam was not indicated, replace this text with feedback letting the learners know why it is not indicated, or delete.

## 

## Section Questions

1. Click or tap here to enter a foundational science discussion question. Questions related to the underlying physiology would work well. Click ‘+’ to add additional foundational science questions/keyed answers.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Brief Facilitator Audit 3:**

Foundational scientists: check that learning objectives for this section have been met. Feel free to summarize the team’s discussion and how it lines up with the learning objectives.

Clinicians: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?

# **Section IV: Work-up**

## (**Choose a duration for the discussion**)

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section. Example: “LO #3, 4, and 5”.

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## Labs

Click or tap here to enter a set of labs that were ordered. Include feedback on why certain labs were ordered. Always include reference intervals.

## Imaging

Click or tap here to enter text regarding imaging. Insert deidentified images below. Delete everything below the “Imaging” heading if imaging was not indicated, but include a brief description of why this was not indicated to help students learn.

 

## Other Tests

Click or tap here to enter results of any other tests ordered, or delete.

## Section Questions

1. Click or tap here to enter a foundational science discussion question. Types of questions that work well here include understanding the foundational science behind the tests or results. You could also direct learners to reflect on biostatistical components of the clinical testing, such as how they might interpret results if they learned a test they ran had high or low sensitivity or specificity. Click ‘+’ to add additional foundational science questions/keyed answers.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Brief Facilitator Audit 4:**

Foundational scientists: check that learning objectives for this section have been met. Feel free to summarize the team’s discussion and how it lines up with the learning objectives.

Clinicians: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?

# **Section V: Assessment**

## (**Choose a duration for the discussion**)

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section.

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Directions: The reader should begin this section by summarizing the case back to the group.

Clinical Facilitator: Provide feedback to the reader on their oral presentation with regards to clarity and content.

Click or tap here to add details about the assessment. This is a good place to discuss any relevant mechanisms underlying the pathophysiology. Below, include dialogue with the patient if needed. Click the ‘+’ to add additional dialogue exchanges. If not using dialogue, delete the dialogue placeholders below.

### “Click or tap here to enter a question for the patient if you wish to include dialogue. Delete if unnecessary.”

“Click or tap here to enter patient’s response or delete if unnecessary.”

## Section Questions

1. Click or tap here to enter a foundational science discussion question. Click ‘+’ to add additional foundational science questions/keyed answers. This question is a great opportunity to discuss the pathophysiology, risk factors, and complications.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Brief Facilitator Audit #5:**

Foundational scientists: check that learning objectives for this section have been met. Feel free to summarize the team’s discussion and how it lines up with the learning objectives.

Clinicians: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?

# **Section VI: Plan**

## (**Choose a duration for the discussion**)

Learning Objective(s): Click or tap here to indicate which learning objectives are associated with this section. Example: “LO #3, 4, and 5”.

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Click or tap here to provide a list of treatment options and justifications for each. Be sure to include a range of options, such as lifestyle modifications, behavioral health and social interventions, medication, surgery, etc.

### “Click or tap here to enter a question for the patient if you wish to include dialogue. Delete if unnecessary.”

“Click or tap here to enter patient’s response or delete if unnecessary.”

## Section Questions

1. Click or tap here to enter a foundational science discussion question. Click ‘+’ to add additional foundational science questions/keyed answers. This is a great opportunity to discuss how therapies work and to incorporate pharmacological questions (e.g., learners can find and discuss the mechanisms of action for a particular therapy). There is also a good opportunity to discuss social determinants of health, quality of life, and treatment efficacy.

Click or tap here to enter foundational scientist facilitator key. Be sure to include helpful diagrams and key points that learners should hit.

Click or tap here to enter clinical facilitator key. Be sure to include any clinical pearls or key clinical talking points that should be hit among each group.

Click or tap here to enter a suggested follow-up question for your facilitators to better stimulate critical thinking and discussion. Be sure to include a key.

**Final Facilitator Audit:**

Foundational Scientist: Ensure learners have met their learning objectives for the full case. Provide a brief summary of their discussion and how it ties to the learning objectives.

Clinician: Click or tap here to enter guidance for clinical facilitators. What should clinicians be sure is covered in this section?