

Case study 3 toolkit

For educators



The case of Liam O'Malley

Increasing physical activity | Enhancing diet | Adhering to medication

This project has received funding from the Erasmus+ Programme of the European Union under the grant agreement no. 2019-1-PT01-KA203-061389.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under CC BY-NC-SA (<https://creativecommons.org/licenses/by-nc-sa/4.0/>). This license allows users to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Table of contents

INTRODUCTION.....	1
PRESENTING THE TOOLKIT	2
PERSON'S PROFILE	2
LEARNING OUTCOMES AND RELATED RESOURCES.....	4
GUIDANCE FOR EDUCATORS	12
<i>Using the case study in the selected target behaviours</i>	<i>12</i>
<i>Expanding the use of this case study</i>	<i>15</i>
REFERENCE LIST	15
BIBLIOGRAPHY.....	16

Introduction

This case study is part of the Train4Health educational products, which aim to improve health care and other students' competencies for behaviour change to effectively support self-care in chronic diseases. The present document intends to aid educators in this mission.

Case studies are an instructional method that engages students in the discussion of specific situations, typically real-world examples, providing context and allowing students to learn in a controlled environment. Case studies are a learner-centred method; they promote reflection about real-world practice and decision making whilst fostering the interaction between students. This approach focuses on the building of knowledge, and group work is a privileged form to examine the case. The educator's role is facilitating decision making and group work; students collaboratively address questions that have no single right answer (Thistlethwaite et al., 2012). Despite different approaches that may be followed by educators, we suggest using case studies for small group work, as students have reported preference for these groups, as opposed to larger groups or working on their own (Dupuis & Persky, 2008).

The development of Train4Health case studies is underpinned by the following principles:

- *Anonymity*: despite being realistic, each profile is not descriptive of any existing person and should not be attributed to anyone.
- *Diversity*: overall, the persons' profiles offer diversity, in terms of gender, age, ethnicity, sexual orientation and both social and functional status.
- *Authenticity*: each profile relates to real life and was assessed by persons living with chronic disease to ensure a faithful account of their perspectives.
- *Unjudgmental*: each case study is worded on a factual basis, without opinions or depreciative remarks on the person.
- *Multidisciplinary*: each case study draws on the expertise of different professions, such as nursing, pharmacy and sport sciences.
- *Evidence-based*: resources provided are grounded on the best possible evidence.
- *Health-related*: each case study was developed focusing on overall health-related behaviour interventions and not interventions that are specifically acknowledged as medical acts.
- *Continuous improvement*: there is an ongoing effort to improve each case study throughout the project lifecycle, based on internal peer-review and tests with stakeholders.

Presenting the toolkit

This case study toolkit is composed of three components that work together, intending to provide the best teaching/learning experience:

- Person’s profile.
- Learning outcomes and related resources.
- Guidance for educators.

Person’s profile

The person’s profile presents the story of a person with chronic disease, unravelling health behaviour change problems prone to exploration. The story is organised into different sections, depicted in the next page; these sections provide context and information to aid decision making in the case study and similar situations.

Each person’s profile was primarily designed to support change in selected target behaviours; case study 2 addresses **physical activity, diet and/or medication adherence**.

Person	Liam O’Malley
Chronic disease	Type 2 Diabetes Hypertension
Target behaviour	Physical activity Diet Medication adherence



Name: Liam O'Malley
Age: 54 years old
Life course: Working age adult
Need: Chronic conditions
Connectivity: broadband and mobile device

Country: Ireland
Gender: Male
Job: Plumber

ICT skills
 Internet usage: average
 Mobile device skills: good
 Affinity to new tech: average
 Digital health literacy: poor

Liam is a 54-year-old plumber who lives with his husband, Callum O'Reilly, in the outskirts of Dublin. Liam's husband is 52 years old and works at the local theatre as an assistant. Liam has always been very active both at work and in his social activities. He used to play football in competitive teams when he was younger. He kept playing with his friends three times per week until three years ago, when he stopped due to a knee injury. Now he spends most of his energy at work; one of his hobbies are do-it-yourself projects in his garage workshop. Liam loves entertaining and chatting with friends around the table. Amidst friends, the couple is renowned for Callum's reinventions of Sunday roasts, with great meat cuts, fries and homemade sauces. Liam has gained weight after stopping playing football and was diagnosed with type 2 diabetes (T2D) and hypertension, two years ago.

What's important to Liam

- Being able to keep up with work and provide for his home, since his husband's job is unstable.
- Being able to enjoy tasty meals with friends and family.
- Being able to travel with his husband when he retires.

Daily living

- Liam has busy workdays with no routines. He doesn't plan his meals and sometimes skips lunch due to his job.
- On workdays, Liam often eats at a nearby restaurant. His carbohydrate intake is high and he is unaware of its effect on blood sugar.
- Liam doesn't cook and Callum prepares the meals at home.
- Occasionally Liam has free days from work during the week; at the same time, he often responds to work requests at weekends.
- When he is not working or socializing around the table, he enjoys spending time at his garage workshop.

Events, issues & personal concerns

- Since Liam stopped playing football, he has gained weight (6kg) and his body mass index (BMI) is 24.9 kg/m².
- Liam was diagnosed with hypertension and T2D, and his glycated haemoglobin (HbA1c) is above the guidelines-based target.
- Liam doesn't feel limited by his diabetes, despite his general practitioner (GP) warnings about the risk of complications.
- Liam attributes his increasing tiredness after work to ageing.
- Recently, Liam noticed an increase in his abdominal volume. This made his clothes tighter and impairs work tasks requiring crouching. This situation is perceived as uncomfortable and worries him.
- Liam is not clear about changes he could make in his diet.
- He has considered joining a gym but never did due to time constraints; he completely gave up on the idea when he was diagnosed with T2D.
- Liam's husband is not concerned with body image nor is supportive of lifestyle changes.

Own resources & assets/support

- Liam makes enough money to pay the bills and put some in savings; any reduction in his income can cause financial trouble.
- Being self-employed, Liam does not have a dedicated healthcare plan and pays for his GP visits. As he has diabetes, Liam qualifies for the long-term illness scheme, which entitles him to some free medicines from his pharmacy.
- Liam lives with his husband on a two-story semi-detached house.

Health concerns

- T2D uncontrolled and hypertension.
- Liam has low acceptance of his hypertension because he doesn't have any symptoms.
- Globally, Liam is not worried about his health, as he puts it: "Everyone will have diabetes and high blood pressure one day. It's the ageing package".

Health tests

- Liam attends his local GP on a regular basis since he was diagnosed with T2D. He does laboratory blood tests for monitoring and check-up on a yearly basis.

Treatment: medications, therapies, etc.

- One oral antidiabetic agent.
- One oral antihypertensive medicine.

Care professional concerns

- Liam cannot afford paying consultations with a dietitian or and exercise professionals.
- The local pharmacist provides lifestyle recommendations to Liam when dispensing his medication.
- Liam pays attention but struggles to understand some recommendations, particularly why and how to improve his physical activity and diet

Unmet needs | Liam is comfortable with his lifestyle. Albeit the difficulty in crouching worries him, he considers it isn't related to his health status. He has received lifestyle changing recommendations from his GP and pharmacist, including diet and physical activity, but has not given it a serious thought. Frequently, he forgets to take his pills in the morning due to his busy workdays; sometimes he takes them in the evening and occasionally skips the medication. For Liam isn't a priority to change lifestyle behaviours. However, his diabetes nurse recommended to him an educational programme that caught his attention and perhaps could be a good opportunity to better manage his own health.



This persona was developed by Nuno Pimenta, Isa Félix and Mara Guerreiro as part of the Train4Health Project, based on the Blueprint personas, and is in the process of patient consultation.

Train4Health has received funding from the European Union's Erasmus+ Programme under grant agreement no. 2019-1-PT01-KA203-061389. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

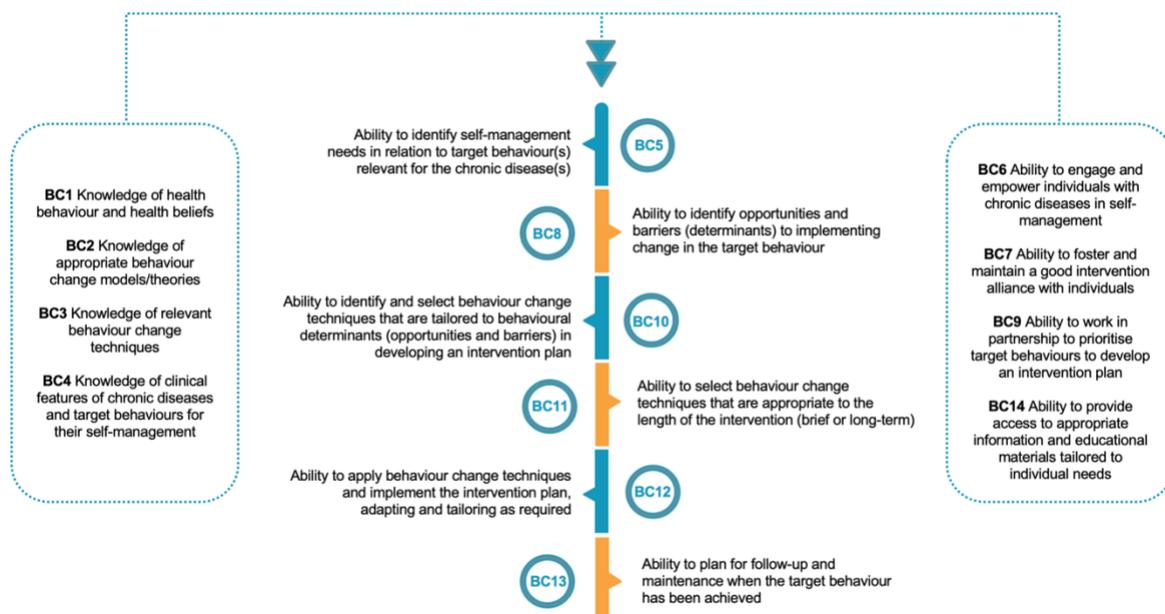
R#2.0.0.EN



Learning outcomes and related resources

In addition to the person’s profile, case study 3 includes a set of resources to aid educators in the teaching/learning process.

Learning outcomes aligned with the Train4Health competency framework on behaviour change support in chronic diseases have been derived. The numbering of each learning outcome is linked to competency statements BC5 to BC14 (Guerreiro et al., 2021), depicted in the figure below. The central vertical line in this figure complies with how health and other professions are trained to deliver interventions (assessment □ plan □ intervention □ follow-up).



As detailed in the next pages, each learning outcome is, in turn, linked with content topics, open-ended questions and suggested accompanying reading. Educators may choose questions that move students logically from assessment (learning outcomes related to BC5 and BC8), planning (learning outcomes related to BC10 and BC11) and intervention (learning outcomes related to BC12) to follow-up (learning outcomes related to BC13).



Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
Ability to:					
BC5. Identify self-management needs in relation to target behaviour(s) relevant for the chronic disease(s)	BC5.1 Assess the person's behaviour in self-management using appropriate measures	Cognitive 5: synthesis	<ul style="list-style-type: none"> Common measures to assess target behaviours in the self-management of chronic diseases and interpretation of results (e.g., medication adherence questionnaires, physical activity questionnaires, dietary questionnaires, wearables data). Key strategies in clinical interview. Assessing the person's target behaviour using common measures: examples. 	<ul style="list-style-type: none"> How would you assess physical activity? How would you assess diet and eating habits? How would you assess medication adherence? 	E-book section X /Y
	BC5.2 Compare actual versus desirable health behaviours to identify self-management needs, based on assessment data	Cognitive 3: application	<ul style="list-style-type: none"> Actual behaviour, based on assessment data, versus desirable behaviour: examples. 	<ul style="list-style-type: none"> Which behaviour(s) are potential target(s) for the BC intervention? What do you think would be the desirable goals for the selected behaviour(s)? 	
BC6. Engage and empower individuals with chronic diseases in self-management	BC6.1 Generate with the person opportunities for behavioural change	Cognitive 5: synthesis	<ul style="list-style-type: none"> Strategies in person-centered communication Structure of a behaviour change intervention (e.g., in repeated sessions, offer at the start of each session a review of prior work and at the end a summary covering the main points of the interventions). 	<ul style="list-style-type: none"> What communication strategies would you choose for opening and closing a BC intervention with Liam? Considering Liam's profile, what strategies for time management would you suggest? If Liam will engage in a long behaviour change intervention for increasing his physical activity, list key points for 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
			<ul style="list-style-type: none"> Communication strategies for starting and closing each behaviour change session Time management in behaviour change interventions (e.g., consider factors such as time available, the person's characteristics). 	<p>structuring each session, from a communication standpoint.</p> <ul style="list-style-type: none"> If Liam will engage in a long behaviour change intervention for enhancing his diet, list key points for structuring each session, from a communication standpoint. If Liam will engage in a long behaviour change intervention for enhancing his medication adherence, list key points for structuring each session, from a communication standpoint. Identify two person-centered communication strategies to implement in Liam's behaviour change intervention. 	
	<p>BC6.2 Assess the extent to which the person wishes and is able to become co-manager of his/her chronic disease</p>	<p>Cognitive 6: evaluation</p>	<ul style="list-style-type: none"> Shared decision making in health care. Applying strategies to create an environment conducive of open and effective communication (e.g., cordial attitude developing rapport and trust, adapting personal style). Applying active listening strategies. 	<ul style="list-style-type: none"> Which details of Liam's profile may indicate he wishes and/or is able to become actively involved in increasing his physical activity? Which details of Liam's profile may indicate he wishes and/or is able to enhance his diet? Which details of Liam's profile may indicate he wishes and/or is able to become actively medication adherent? Explain the role of active listening in assessing the extent to which a person is 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
				<p>able/willing to actively participate in the self-management of chronic diseases.</p> <ul style="list-style-type: none"> Please detail an example of strategies for creating an open and positive environment for communication. 	
	BC6.3 Demonstrate how to promote self-confidence, self-esteem and coping skills to manage the physical, emotional and social impacts of chronic disease in everyday life	Cognitive 3: application	<ul style="list-style-type: none"> Concepts of self-confidence, self-esteem, and coping skills. Relevance of self-confidence, self-esteem, and coping skills for behaviour change. Applying strategies to promote self-confidence, self-esteem, and coping skills in behaviour change interventions. 		
	BC6.4 Assist the person to become co-manager of his/her chronic disease in partnership with health professionals	Affective 2: responding	<ul style="list-style-type: none"> Shared decision making in behaviour change interventions. Applying shared decision making in behaviour change interventions. 	<ul style="list-style-type: none"> How would you implement shared decision-making strategies for Liam's behaviour change? Present which strategies would you implement to assist the persons' readiness for behaviour change. 	
BC7. Foster and maintain a good intervention alliance with individuals	BC7.1 Apply strategies to support the co-operative working relationship between the person and a health care provider	Affective 2: responding	<ul style="list-style-type: none"> Applying strategies to promote a good relationship between the professional and the person (e.g., adapting the structure of the session to the person's needs, avoiding negative interpersonal behaviours, such as impatience, overcoming relational obstacles, such 	<ul style="list-style-type: none"> List two positive communication and support strategies to help building a good and co-operative working relationship with Liam. Identify one relational obstacle in general and suggest strategies to overcome it. 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
			<p>as talking too much or too little, using person's summaries to ascertain understanding instead of "teach and tell", orientation towards solutions in face of challenges).</p> <ul style="list-style-type: none"> Applying strategies to agree on an agenda with the person, regarding what to do and how it will be done (e.g., BCTs) Common traps in behaviour change interventions (judging, teaching, controlling, patronising). 	<ul style="list-style-type: none"> Identify two common traps you want to avoid in BC interventions. What strategy would you implement to overcome "teaching", a common behaviour change intervention trap? 	
	BC7.2 Demonstrate active listening of the person's concerns and difficulties in the self-management of chronic disease	Affective 5: characterization	<ul style="list-style-type: none"> Active listening in practice (e.g., taking into account statements made by the person, considering the person's emotional reactions). 	<ul style="list-style-type: none"> List active listening strategies for BC practice. 	
BC8. Identify opportunities and barriers (determinants) to implementing change in the target behaviour	BC8.1 Demonstrate the importance of collecting holistic information about the person to tailor the behaviour intervention	Affective 4: organisation	<ul style="list-style-type: none"> Tailoring behaviour change intervention to each person: examples. 	<ul style="list-style-type: none"> Demonstrate how collecting holistic information about Liam can inform/support decision making regarding tailoring BC intervention. 	
	BC8.2 Relate the person's daily living, support, concerns and treatment through structured questionnaires, interview, and other approaches	Affective 3: valuing	<ul style="list-style-type: none"> Measures to assess determinants in the self-management of chronic diseases and interpretation of results (e.g., Bartel index for activities of daily living, Beliefs about medicines questionnaire). Key strategies in clinical interview. 	<ul style="list-style-type: none"> List Liam's daily living details, support and concerns relevant for BC. 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
			<ul style="list-style-type: none"> Assessing the person's daily living, support, concerns and treatment: application. 		
	BC8.3 Discuss opportunities and barriers that influence target behaviours in a person-centred fashion	Cognitive 5: synthesis	<ul style="list-style-type: none"> Strategies to elicit a frank discussion with the person (e.g., avoiding negative interpersonal behaviours, such as impatience, overcoming relational obstacles, such as talking too much or too little, using person's summaries to ascertain understanding instead of "teach and tell"). Adopting a person-centred language and avoiding stigma. Avoiding common traps in behaviour change interventions (judging, teaching, controlling, patronising). 	<ul style="list-style-type: none"> Identify opportunities and barriers that influence Liam's sedentary behaviour, step count and overall physical activity. Identify opportunities and barriers that influence Liam's healthy eating. Identify opportunities and barriers that influence Liam's medication adherence. 	
BC9. Work in partnership to prioritise target behaviours to develop an intervention plan	BC9.1 Recognise the person's views and experiential knowledge and skills, developed through their illness experience, to aid periodization of target behaviours	Affective 5: characterization	<ul style="list-style-type: none"> Prioritising target behaviours based on the person's views and experiential knowledge and skills: examples. 	<ul style="list-style-type: none"> Explain how the person's views and experiential knowledge can be important for an intervention periodization. Demonstrate how the behaviour change intervention can benefit by prioritizing target behaviours based on the person's views and experiential knowledge. 	
BC10. Identify and select behaviour change techniques that are tailored to behavioural	BC10.1 Discuss BCTs addressing behaviour determinants (opportunities and barriers) with the person	Cognitive 5: synthesis	<ul style="list-style-type: none"> BCTs addressing behavioural determinants (opportunities and barriers) for the person: examples. 	<ul style="list-style-type: none"> Select one BCT addressing behavioural determinants (opportunities and barriers) for each target behaviour, in Liam's case. 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
determinants (opportunities and barriers) in developing an intervention plan	BC10.2 Among BCTs addressing behavioural determinants, decide on which can included in the intervention plan, according to the person's views and resources	Cognitive 6: evaluation	<ul style="list-style-type: none"> Components of the intervention plan; selecting BCTs for the intervention plan according to the person's views and resources: examples. 	<ul style="list-style-type: none"> Justify why the previously selected BCT best suit Liam's views and resources. 	
BC11. Select behaviour change techniques that are appropriate to the length of the intervention (brief or long-term)	BC11.1 Demonstrate critical understanding of BCTs appropriate for brief or long-term behaviour interventions	Cognitive 3: application	<ul style="list-style-type: none"> Distinction between brief and long-term behavioural interventions. Examples of the application of different Behaviour Change Techniques according to the length of the behavioural intervention. 	<ul style="list-style-type: none"> Explain whether the previously selected BCTs is appropriate for a brief behaviour change intervention. 	
BC12. Apply behaviour change techniques and implement the intervention plan, adapting and tailoring as require	BC12.1 Apply behaviour change techniques according to the intervention plan	Cognitive 3: application	<ul style="list-style-type: none"> Applying core BCTs as part of an intervention plan: examples. 	<ul style="list-style-type: none"> Describe the practical application of the selected BCTs, in either a brief or long-term BC intervention. 	
	BC12.2 Assess the person's target behaviour regularly using appropriate data collection approaches	Cognitive 3: application	<ul style="list-style-type: none"> Regular assessment of the person's target behaviour: examples (e.g., medication adherence questionnaires, physical activity questionnaires, dietary questionnaires, wearables data, interview). 	<ul style="list-style-type: none"> Describe how would you assess Liam's target behaviour(s) over time. 	
	BC12.3 Demonstrate how to monitor the implementation of BCTs as part of the intervention plan	Cognitive 3: application	<ul style="list-style-type: none"> Reviewing target behaviours and BCTs implementation as part of the intervention plan: examples. 	<ul style="list-style-type: none"> Describe how would you assess the effectiveness of the selected BCTs, as part of the BC intervention. 	

Competency statement	Associated learning outcome	Bloom's taxonomy Level	Proposed content	Suggested reflection question	Suggested accompanying readings
	BC12.4 Demonstrate how to redefine the intervention plan as appropriate	Cognitive 3: application	<ul style="list-style-type: none"> Changing the plan building on the experience gained when the intervention is not working. 	<ul style="list-style-type: none"> Describe how would you adjust the BC intervention to address each long-term intervention event described in the case study. 	
BC13. Plan for follow-up and maintenance when the target behaviour has been achieved	BC13.1 Plan the end of the intervention and the use of BCTs and resources beyond its end to promote maintenance of the target behaviour	Cognitive 5: synthesis	<ul style="list-style-type: none"> Strategies for signalling termination at a near point in time and for dealing with concerns. Evidence on BCTs for maintenance of behaviours. Examples of potentially usual resources (e.g., gym membership). 	<ul style="list-style-type: none"> Select two BCTs to take effect on Liam's behaviour maintenance plan, beyond the timeframe of the BC intervention. Explain why and how the selected BCTs are suitable and sustainable for Liam's maintenance plan. 	
BC14. Provide access to appropriate information and educational materials tailored to individual needs	BC14.1 Select information and adequate educational materials according to individual factors (e.g. knowledge gaps, health literacy level and preferences)	Cognitive 3: application	<ul style="list-style-type: none"> Examples of available educational resources (e.g., websites). Tailoring educational resources to individual factors: examples. 	<ul style="list-style-type: none"> Select available information and adequate educational resources (e.g., websites) that better match Liam's profile and target behaviour(s). 	

Guidance for educators

Using the case study in the selected target behaviours

This case study was conceived primarily to achieve learning outcomes in behaviour change related to increasing physical activity. We suggest key steps to be followed before, during and after class, using **group work**.

Before class: preparing

1. **Select the learning outcomes and questions:** based on learning priorities and time available, prioritise learning outcomes and select related questions. Bear in mind that the same case study can be used in consecutive sessions, covering different questions, moving from “problem identification” to “solution”. The same case study can also be matched to different study levels.



- It takes time for students to settle down and focus on proposed tasks, to move at a reasonable pace and avoid frustration plan for less rather than more questions.
- Our experience suggests that 3 to 4 questions can be explored in a 100-minute session for students working in groups of 4 to 5 persons.
- The first question should get students engaged in thoughtful talk: prefer a question that all students should be able to answer readily.

2. **Provide some context to the intervention setting that fits the specificity of your discipline and country, if necessary:** in order to guide the students and clarify the activities, it may be useful to give additional context to the envisaged intervention, particularly regarding the intervention setting and how the professional meets the person. For example:
 - a. Maria José may go to the pharmacy to meet her community pharmacist.
 - b. Maria José may have an exercise physiologist coming to her office, as ordered by her company, to promote the work force physical activity and health as part of a corporate work-site health promotion program.
3. **Draft an answer for each question:** based on the suggested accompanying reading (and potentially other resources), draft an answer for each question, which may encompass possible nuances.

4. **Ascertain what do students already know that applies to the case:** if needed, pair in-class work with a pre-class reading assignment that introduces or recaps concepts (e.g., “Suggested accompanying reading”).
5. **Decide how the case discussion will be conducted:** choose how groups will share the outputs of their group (e.g., pitch presentations of each group’s work or, for each question, one group shares the answer and others comment). Moreover, decide whether you will ask a person in each group to present the group’s answer and reasoning or whether groups will be allowed to choose a facilitator or record keeper, who will report on behalf of the group.



Tips

- Calling on different students ensures diversity in the discussion and wider participation.
- To keep the class on track and moving at a reasonable pace it may be helpful to have groups reporting on questions consecutively at agreed time intervals, as opposed to sharing group outputs in bulk towards the end.

6. **Decide if participation is graded:** assessing students can motivate them to complete pre-class reading as well as stimulating in-class attentiveness. Grading can be based on the quantity and especially quality of the case discussion (e.g., check, check-plus, check-minus or zero), and involving as many students as possible.
7. **Plan a way to organise groups’ outputs that shows accomplishment and summarises points:** this could take the form of a blackboard plan (e.g., organising information according to learning outcomes and questions) or powerpoint slides with information that can be completed based on groups’ outputs.
8. **Decide whether follow-up assignment is due:** for example, writing-up a summary of learnings in relation to proposed learning outcomes or presenting answers revised considering class discussion can be useful to strengthen in-class work.



Tips

- To make workload more manageable to educators and students follow-up assignments may be asked for half or a third of the in-class work during a term.

In-class: leading the case discussion

1. **Introduce the case:** provide the “Person’s profile” to students and allow them time to get familiar with its content; an alternative is asking students to read the case ahead of class. Ensure that students have a clear understanding about the information conveyed in the person’s profile (e.g., ask students to summarize key points).
2. **Provide directions regarding what students are supposed to do and accomplish:** divide students into groups or convene pre-formed groups, explain the ground rules and signpost time for discussion.
3. **Facilitate group work and monitor time:** circulate among groups, if needed clarify doubts.



Tips

- If the room allows a U-shaped seating arrangement for each group works best than circles. The open part of the U should face the blackboard. This arrangement allows all students to see one another and, once discussion is convened, to see the instructor and the blackboard.

4. **Facilitate the case discussion:** listen and respond to students who are sharing the groups’ outputs or who jump into the discussion and connect their ideas; extract key points as previously planned (e.g., blackboard, powerpoint).



Tips

- Calling on different students can be done by random selection or by calling on students showing “intention movements” (leaning forward, nodding their head, frowning, opening their mouths as if beginning to speak).
- To avoid having the same person repeatedly dominating the discussion, use questions such as “Does anyone have a different answer?” or “Anne, what do you think of this proposal?”.
- Paraphrasing can be useful to connect students’ ideas (e.g., “John just mentioned X, and this squares with Anne’s answer on behalf of her group”)

After class activities

1. **Managing follow-up assignments, if required.**
2. **Reviewing the teaching experience for improvement purposes:** this exercise can be done individually or together with other instructors of the same module, and will predictably lead to.

Other approaches to case-based learning include discussing the case as the whole class or role-play. For example, a student or a simulated patient can role-play Liam O'Malley, following the person's profile as a script while another student is briefed to perform tasks related to assessment, plan, delivering the behaviour change intervention or follow-up (learning outcomes related to BC5, BC8, BC10, BC11, BC12 e BC13). Creating a checklist may render feedback more informative.

Expanding the use of this case study

This case study was conceived primarily to achieve learning outcomes in behaviour change related to physical activity, diet and medication taken. Nonetheless, it may be used in different ways, depending on the needs and purposes of educators. This involves changing the person's profile, adding extra information or exploring different questions. Examples are:

- **Exploring other target behaviour(s)** (e.g., sleeping habits; symptoms monitoring and management, adherence to regular health check-up and other).
- **Develop short descriptions depicting other diagnosed disease(s)** (e.g., heart failure, ischemic heart disease, chronic obstructive pulmonary disease or other) **or events** (e.g., worsening or ameliorating of symptoms; myocardial infraction or a stroke, recent hospitalization, medical condition of family member and others).

The latter changes may render the case study useful for pursuing learning outcomes in other topics unrelated with behaviour change, facilitating a holistic case-based learning.

Reference list

Dupuis, R. E., & Persky, A. M. (2008). Use of case-based learning in a clinical pharmacokinetics course. *American Journal of Pharmaceutical Education*, 72(2), 29. <https://doi.org/10.5688/aj720229>

Guerreiro, M. P., Strawbridge, J., Cavaco, A. M., Félix, I. B., Marques, M. M., & Cadogan, C.

(2021). Development of a European competency framework for health and other professionals to support behaviour change in persons self-managing chronic disease. *BMC Medical Education*, 1–14. <https://doi.org/https://doi.org/10.1186/s12909-021-02720-w>

Thistlethwaite, J. E., Davies, D., Ekeocha, S., Kidd, J. M., MacDougall, C., Matthews, P., Purkis, J., & Clay, D. (2012). The effectiveness of case-based learning in health professional education. A BEME systematic review: BEME Guide No. 23. *Medical Teacher*, 34(6), 142–159. <https://doi.org/10.3109/0142159X.2012.680939>

Bibliography

Boston University. Using Case Studies to Teach. <https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>

Herreid, C. F. (2001). Don't What not to do in teaching cases. *Journal of College Science Teaching*, 30(5), 292–294.

National Center for case study teaching in science. <https://sciencecases.lib.buffalo.edu>

Vanderbilt Center for Teaching. Case studies. <https://cft.vanderbilt.edu/guides-sub-pages/case-studies/>