

## ABSTRACT

Problem-based learning (PBL) has long been recognized as a valuable pedagogical tool. The Biomedical Masters in Science (BMS) program is uniquely suited to promote active learning through the use of discussion based PBLs, but also foster a supportive community of learners by incorporating volunteer facilitators that are BMS alums and current medical students at Marian University. PBLs extend our Medical Physiology and Pharmacology curriculums, but also provide an opportunity for different learners to connect material across graduate and medical curriculums. PBL exercises are graded via a group rubric, while debriefing and reflection occurs via the video response system, FlipGrid.

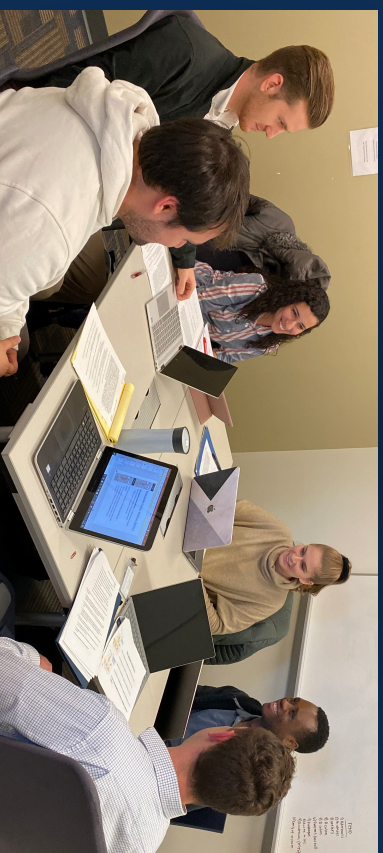


## ACTIVITY GUIDELINES

- Students report to their assigned rooms in the Evan's Center.
- Facilitator hands out copies of the case study.
  - Groups are given a few minutes to review the case, notes, and other sources before being prompted with assigned questions.
- *Points of emphasis during the discussion:*
  - Relate pharmacological principles to your case discussion.
  - When discussing drug(s) to administer also explain how you would discuss with the patient how the drug(s) work.
- At the conclusion of the exercise facilitators fill out one group rubric (See right panel of poster).
- A short individual follow-up reflection video must be posted on FlipGrid by the following afternoon.

PBL Grades: 2.5% total grade x 4 PBLs = 10% final grade

# Biomedical Problem Solving & Learning Community Building



Hear from our students directly

Scan the codes:



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## FEEDBACK RUBRIC

Areas of Evaluation	Scoring			Group Score
	Excellent	Average	Below Average	
<b>Identification of the Important Issues Related to the Case</b>	Group members identify the key issues to consider in answering the patient's case	Group members identify the key issues to consider in answering the patient's case	Group members identify the key issues to consider in answering the patient's case	
<b>Relation to course material</b>	Group members accurately relate the case to the course material	Group members accurately relate the case to the course material	Group members accurately relate the case to the course material	
<b>Drug (or drug) selection</b>	Group members accurately select the drug (or drug) to use in answering the patient's case	Group members accurately select the drug (or drug) to use in answering the patient's case	Group members accurately select the drug (or drug) to use in answering the patient's case	
<b>Discussion Dynamics</b>	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	
<b>Facilitator Reflection</b>	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	Group members actively participate in the discussion and provide thoughtful and thorough responses to the patient's case	
<b>Additional Comments or Feedback:</b>				

## BUILDING LEARNING COMMUNITIES

"One of my favorite parts of acting as a PBL facilitator is getting to spend time with the students providing encouragement...." - OMSI

"I liked how the PBLs were in individual rooms and with different facilitators." - BMS Student

"It has been important to me to intentionally provide support to the BMS students and let them know that the former students are one of many groups of people on campus that are happy to help them out and eager to watch them succeed." - OMSI

"The PBL sessions were the greatest thing about this course." - BMS Student

"I have loved the time I've gotten to spend being a facilitator for PBLs. It has been fun as a medical student to get to revisit this material and know so much more about the practical aspects of these cases." - OMSI

"I think the facilitators were an important part of why I enjoyed the structure because each facilitator brought new insight and understanding of the material." - BMS Student

"I've been able to share small tidbits about what I've learned with the current BMS students and spend some time reminiscing about when I was in their shoes." - OMSI

"As a facilitator, it has been wonderful to come back to these cases and see what I remember, what I've learned since I saw them as a BMS student, and to meet and get to know the current BMS students." - OMSI

"It's very rewarding to have these days where we can both share with one another and continue building the bond between our programs." - OMSI