

REVIEW ARTICLE

Application Progress of the Case Teaching Method in Standardized Training for Rehabilitation Nurses

Zhu Song, BM; Simin Li, MM; Qiongying Li, BM; Xuyi Wu, MM

ABSTRACT

Context • In China, the dearth of adept rehabilitation nurses has escalated into a pressing concern. Conventional nursing education has stymied nurses' autonomous scholarly pursuits. The case-teaching methodology can augment students' competencies and zeal, culminating in the enrichment of educational excellence.

Objective • The study intended to elucidate the principles, taxonomy, and enactment of the case-teaching methodology and examine its salutary impacts on nursing practitioners and educators.

Design • The research team performed a narrative review by searching BMJ Best Practice, OVID EBM, NGC et al databases. The search used the keywords 'Rehabilitation nursing', 'nursing', 'case teaching method'.

Setting • The study took place at the Rehabilitation

Medicine Center at West China Hospital of Sichuan University in Chengdu, China.

Results • The current study scrutinizes the assimilation of the case-teaching methodology within the realm of nursing, dissects emerging paradigms in the standardized training of rehabilitation nursing staff, and furnishes precedents for the evolution of training frameworks in the field of rehabilitative care.

Conclusions • The case-teaching methodology not only serves as an instructional tool but also embodies a fundamental transformation in the modernization of nursing education, embodying the aspiration for excellence, the desire for continuous improvement, and a dedication to the highest standards of patient care. (*Altern Ther Health Med.* 2024;30(6):65-69).

Zhu Song, BM, Nurse in Charge; **Simin Li**, MM, Nurse in Charge; **Qiongying Li**, BM, Nurse; and **Xuyi Wu**, MM, Associate Chief Nurse; Rehabilitation Medicine Center, West China Hospital, Sichuan University, Chengdu, China.

Corresponding author: Xuyi Wu, MM
E-mail: jiguhuli@163.com

In recent years, under the background of the rapid development of medical technology and the "people-oriented" nursing concept, coupled with a growing population suffering from lack of mobility due to maladies such as cerebrovascular accidents, an unparalleled era has begun for the discipline of rehabilitative medicine. Numerous medical institutions, predominantly those of eminent stature, have inaugurated rehabilitation wings to cater to patients' therapeutic needs.¹

Concomitant with the continuous realization of the Healthy China 2030 blueprint, the tempo of advancement in rehabilitation medicine has intensified, and the dearth of adept rehabilitation nurses has escalated into a pressing concern.² A majority of rehabilitation clients, principally

those grappling with post-stroke sequelae, have already received systematic therapies in neurological departments. The ensuing emphasis on rehabilitative care has imposed exacting requirements upon specialized nursing staff.³

Compared with internal medicine and surgical nursing, rehabilitation nursing started late in China. Belated phase, rehabilitation nursing is a highly professional field, which needs special education and training. In the past, China lacked the training mechanism and norms of rehabilitation nursing talents, which also limited the development of rehabilitation nursing. In the past, more attention was paid to the treatment of acute diseases, and the importance of chronic diseases and rehabilitation nursing was relatively less understood. creating a rift between scholastic instruction and clinical application. Preliminary investigations found considerable incongruities in staffing and an evident gap across medical centers in the availability of nurses with a specialized focus on rehabilitation nursing. Nursing evaluations the patient's physical recovery and counsel the patient's physical recovery needs and psychological care need. During patients' recuperation frequently fall short,⁴ compelling medical facilities to devise comprehensive training blueprints to amplify the caliber of rehabilitation-nursing personnel.

Standardized nursing tutelage aspires to elevate professional norms and proficiencies, embracing domains such as elementary nursing expertise and specialized-aptitude nurturing.⁵ Conventional nursing education, constrained by its homogeneity and absence of distinctiveness, has stymied nurses' autonomous scholarly pursuits.

Hekel et al validated the case-teaching methodology, an approach that harnesses authentic scenarios for intellectual development, as efficacious in multifaceted, nursing educational settings.⁶ George et al found that its incorporation into rehabilitation instruction can transform arid and monotonous content into invigorating focal points, appreciably augmenting students' competencies and zeal and culminating in the enrichment of educational excellence.⁷

Current Study

This study intended to elucidate the principles, taxonomy, and enactment of the case-teaching methodology and examine its salutary impacts on nursing practitioners and educators.

METHODS

The study took place at the Rehabilitation Medicine Center at West China Hospital of Sichuan University in Chengdu, China. The research team performed a narrative review by searching BMJ Best Practice, OVID EBM, NGC et al databases. The search used the keywords 'Rehabilitation nursing,' 'nursing,' 'case teaching method.'

The review includes articles published in the English language. To assure the validity of the data, the research team. This study was approved by the Medical Ethics Committee. The study design was in line with the Helsinki Declaration, and the researchers had no conflict of interest.

RESULTS

The current study scrutinizes the assimilation of the case-teaching methodology within the realm of nursing, dissects emerging paradigms in the standardized training of rehabilitation nursing staff, and furnishes precedents for the evolution of training frameworks in the field of rehabilitative care.

Case-Based Pedagogy

Case-based pedagogy is an educational approach based on the examination of authentic or simulated scenarios and dilemmas. This approach develops students' abilities for problem-solving, analytical reasoning, and judicious decision-making by combining theoretical knowledge with hands-on applications, with a particular focus on a student-centered approach.

Kamat et al traced the method's origins back to the Socratic heuristic dialogues of classical antiquity, with the Harvard Business School subsequently formalizing it in the early years of the twentieth century.⁸ The method's integration into nursing education emerged in the 1980s, evolving into a leading technique for augmenting nurses' skills in clinical judgment and managerial competencies.⁹

The extant corpus of case-based teaching encompasses: (1) real-life situations, active learning, holistic analysis, collaborative learning, and integration of practice.^{10,11}

Real-life situations. The method tests students in genuine predicaments through the use of authentic or simulated situations, which cultivates a profound appreciation of the nexus between theoretical principles and applied practices.

Active learning. The educator exhorts students to engage, reflect incisively, and collaborate, thereby nourishing both enthusiasm and the faculties for critical and inventive cognition.

Holistic analysis. The tackling of intricate challenges using multiple viewpoints is conducive to a well-rounded comprehension, thereby strengthening integrative discernment and evaluative capabilities.

Collaborative learning. Techniques such as collective deliberations and role enactment can foster teamwork and collaborative problem-solving, thus stimulating interpersonal synergy.

Integration of practice. The confluence of theoretical wisdom with tangible scenarios can finely hone students' problem-solving prowess, facilitating the change in knowledge into its efficacious adaptation to real-world occupational environments.

Cases' Classification and Structure

In the contemporary academic arena, scholars both within national boundaries and on the international stage divide cases into discrete classifications predicated on their format, encompassing textual, genuine, and simulated instances. Additionally, in accordance with their structure, cases divide into three main categories: open-ended, semi-structured, and structured.

Open-ended. Open-ended cases tend solely to a patient's clinical manifestations, signs, and antecedent medical history, with the intent to bolster students' autonomous inquiry and evaluation of a case's unfolding. These instances mandate students to delineate nursing quandaries that are pertinent to a patient's ailment and to identify nursing interventions, and they call for an elevated degree of mastery in specialized wisdom and critical cognitive faculties. Consequently, this case of this structure is suitable for nurses with higher educational level or nurses who need to further strengthen their study.¹²

Semi-structured. Semi-structured cases offer particularized insights into the evolution of a patient's condition and include open-ended queries to shepherd students in reflective contemplation and articulation. This format is particularly suitable for the instruction of specialized nursing curricula, enhancing students' understanding and practical application of theoretical principles.¹³

Structured. Structured cases, frequently zeroing in on a specific representative malady, furnish unequivocal recognition and resolution for a disease's diagnosis and correlated nodes of nursing knowledge. Academic disciplines, such as anatomy and nursing procedures, chiefly harness such methods to fortify students' retention of particular knowledge domains.¹⁴

Enactment of the Methodology

The use of the case-teaching methodology underscores students' proactive engagement and collaborative edification, nurturing their faculties for problem-solving, analytical discernment, and judicious decision-making through the exploration and adjudication of authentic or simulated scenarios. The educator serves in the capacity of a facilitator and sage, stimulating thoughtful discussion and safeguarding the attainment of pedagogical targets.

The quintessential protocol for the realization of the case-teaching methodology includes: (1) case selection, (2) case introduction, (3) students' analysis, (4) group deliberation, (5) educators' guidance, (6) formulation of solutions, (7) outcome dissemination, and (8) summation and contemplation.

Case selection. Harmonized with students' educational aspirations and scholastic requirements, the selected cases may epitomize veritable real-world conundrums or simulated circumstances. They should encompass an appropriate complexity and present challenges that encapsulate the aptitudes and wisdom that the educator anticipates students will acquire.

Case introduction. In the course of instruction, the educator unveils a case, delineates its contextual framework and central issues, and imparts germane background intelligence. This methodology can ignite students' curiosity and galvanize them to probe and immerse themselves in the case's intricacies.

Students' analysis. The educator entrusts the students, whether operating autonomously or collaboratively, with the case's scrutiny, formulation of inquiries, data compilation, discernment of pivotal concerns and causal interrelationships, and comprehension of the case's fundamental substance and salient themes.

Group deliberation. Students partake in communal dialogues to disseminate and juxtapose their analyses and viewpoints. Through this interactive discourse, they may reap novel insights from diverse standpoints, thereby amplifying their intellectual horizons.

Educator's guidance. The educator orchestrates the symposium, providing guidance and fostering reflection and discourse among students. Through the introduction of nuanced questions, the teacher can kindle profound contemplation regarding underlying premises and prospective resolutions.

Formulation of solutions. Grounded in their examination and discussions, students contrive problem-solving strategies, weighing potential solutions' practicality, and associated hazards to arrive at judicious determinations.

Outcome dissemination. Students disseminate their solutions and cognitive processes to the collective body, fostering interaction and reciprocal enlightenment as well as a more nuanced comprehension of the case.

Summation and contemplation. The educator synthesizes and meditates upon the entire case-teaching undertaking, identifying the students' fortes and domains for enhancement, thereby endowing them with invaluable experiences and gleaned insights.

Appraisal of the Methodology

In the sphere of nursing, both within national confines and across global landscapes, the assessment of the efficacy of the case-teaching methodology frequently relies on quantifiable indexes such as scholarly achievement scores, capacities for critical reflection, proficiencies in clinical judgment-making, and the degree of immersion in the educational process.¹⁵

Conversely, scholars abroad often invoke qualitative investigative methodologies subsequent to the deployment of the case-teaching approach, using instruments such as observational chronicles and semi-structured dialogues to gauge students' comprehension and cognizance of the case-based learning paradigm. This evaluative process also unveils insights into students' professional self-conception, thereby ascertaining the potency of the case-teaching approach.¹⁶

Hashim et al found that endorsement of the application of open-ended, case-teaching methodologies was growing within the purview of nursing education.¹⁷ This stratagem not only fosters the maturation of students' faculties for autonomous thought and analytical scrutiny but also empowers nurses to invoke evidence-based nursing protocols in problem resolution, thereby amplifying their specialized nursing acumen.

Integration of Theoretical Wisdom

Traditional standardized nursing instruction frequently underscores a monolithic, inflexible methodology that is ill-suited to catering to individual needs, culminating in a dearth in nurses' self-motivated involvement with patient-care dilemmas. In contradistinction, the case-teaching methodology offers many avenues for simulated clinical immersions.

Nurses find themselves able to grapple with and adjudicate an eclectic spectrum of predicaments that they encounter in the tangible realm of clinical practice, effectively changing esoteric theories into tangible implementations. This paradigm fortifies nurses' prowess in merging didactic principles with hands-on clinical exposure.

Through the dissection and reconciliation of quandaries within the case studies, nurses must harness their theoretical knowledge, juxtaposing it with real-life scenarios to extract efficacious resolutions. This pedagogical model engenders augmented confidence and autonomy in nurses as they navigate the labyrinthine challenges endemic to clinical environments.

Wihlborg et al found that integration of the case-teaching methodology into the nursing educational environment can significantly augment their command of specialized nursing knowledge, markedly improving their intrinsic clinical nursing competencies.¹⁸

Multifaceted Skill Development

The case-teaching methodology not only augments mastery in specialized nursing expertise but also fosters the cultivation of an array of professional nursing competencies, communicative dexterity, and autodidactic abilities.

Professional nursing competencies. The case-teaching methodology stimulates nurses to transpose theoretical insights into practical execution, thereby instilling a more nuanced comprehension of diverse medical manifestations and nursing milieus. By evaluating the underpinnings and efficacy of disparate nursing interventions, this approach aids in elevating nurses' vocational expertise and proficiencies in clinical judgment, equipping them to tackle real-world nursing challenges with greater agility.

Wang et al corroborate that the case-teaching methodology, in contrast to traditional training modalities, can enhance practical-application faculties, nourish integrative cognition, and buttress interdisciplinary collaboration.¹⁹ This training assists nurses in deciphering and wielding professional wisdom, thereby amplifying their performance and facilitating their ascension within the echelons of nursing practice.

Communicative dexterity. Recognized as a cardinal proficiency within the professional nursing realm, skillful communication is pivotal in mitigating potential discord between nurses and patients. Employing tactics, such as standardized patient scenarios and role-playing, the case-teaching methodology enables nurses to promptly discern and rectify communicative impediments, thereby refining their interpersonal prowess.²⁰

Autodidactic capacities. The case-teaching methodology accentuates the employment of clinical vignettes that resonate with particular illnesses intrinsic to the curriculum, either as an introduction or as an adjunct to theoretical principles. By fashioning context-relevant inquiries and steering students through methodical case examination, the method prompts the nurturing of independent learning faculties.

Vacek and Liesveld found that the case-teaching methodology, by stimulating nurses to actively create their knowledge frameworks and independently formulate resolutions, magnifies their engagement and propensity for initiative in learning.²¹ The method instills paradigms of self-guided contemplation and problem-solving, thereby nourishing critical evaluative and observational faculties and subsequently elevating professional sagacity and the overarching caliber of care provision.

Positive Influences on Educators

Transformation of the educational paradigm. Within the purview of the case-teaching method, educators undergo a transformative shift from the conventional role of authoritative knowledge conveyors to engaging facilitators and intellectual catalysts. They are tasked with navigating students through the intricate avenues of case analysis, problem resolution, and vibrant discourse, igniting curiosity and ardor for scholarly exploration. This evolution necessitates a profound reimagining of the educator's instructional disposition and engagement, empowering them to become dynamic champions and mentors in their pupils' intellectual journeys. Consequently, they craft a more enriching and gratifying pedagogical experience.

Enhancement of educational resources and interactivity. To underpin the case-teaching modality, educators must meticulously curate germane learning assets, encompassing relevant literature, analytical instruments tailored to case scrutiny, and provocative inquiries to spur dialogue. These academic resources aid students in unraveling the complexities and quandaries embedded within cases, shepherding them toward comprehensive dissection and incisive debate.

In stark contrast to the orthodox pedagogical model, which often predicates a unilateral diffusion of knowledge from instructor to learner, the case-teaching approach fosters a symbiotic interchange of wisdom. It cultivates a cooperative milieu wherein both instructors and students contribute insights, mutually flourish, and attain a harmonious educational ascent.²²

Concurrently, the emphasis on active-learner engagement and collaborative exploration obliges educators to astutely evaluate students' achievements and analytical prowess. Through a continuum of assessment and discerning feedback, they can oversee learners' academic trajectories and pinpoint potential obstacles, thereby extending timely counsel and reinforcement. This persistent iterative process serves as an invaluable compass for perpetual refinement, augmenting the efficacy of subsequent instructional methodologies and pedagogical architectures.

Integration into Standardized Instruction

In contemporary educational exploration, the inclination is escalating to combine the case-teaching method with assorted pedagogical strategies specifically designed for the tutelage of rehabilitation nurses. Elliott et al employed this methodology in the cultivation of specialized rehabilitation nurses, discovering that the symbiotic fusion of case teaching with micro-grid pedagogical techniques can amplify the practical application of theoretical knowledge in clinical spheres.²³ Simultaneously, it can heighten the diligence and precision that mentor educators exert in their curricular orchestration.

Through an in-depth exploration into the use of case-teaching approaches within clinical mentorship for rehabilitation nursing, Hackel and Fawcett found that the seamless integration of evidence-based nursing paradigms with case teaching can augment students' operational proficiencies and engender critical cognitive faculties.²⁴

In a similar vein, Vacek and Liesveld successfully married case teaching with video-mediated instructional methodologies, specifically for the assimilation of novice nurses within rehabilitation medical institutions.²⁵ Those researchers concluded that this confluence transcends conventional teaching, enhancing professional acumen and comprehensive, clinical-nursing competencies, consequently augmenting the overall efficacy of standardized instruction for newcomers to the profession.

Xing et al's further investigation accentuated the fact that the combined implementation of micro-lessons and case teaching in the arena of education for rehabilitation clinical

nursing, serves as a remedy to the limitations inherent in the isolated use of micro-lessons or case teaching.²⁶ This collaborative approach, through the faithful simulation of authentic clinical circumstances, invigorates students' enthusiasm for scholarly pursuits, orchestrating a harmonious convergence of knowledge, dexterity, and analytical reasoning within an interactive pedagogical framework. Such an amalgamation engenders nurses' ability to detect, dissect, and rectify clinical challenges, fostering the command of theoretical principles and tangible competencies, thereby enhancing students' critical clinical cognition and satisfaction with the instructional process.

The evidence is unequivocal that the strategic employment of the case-teaching method in standardized preparation for rehabilitation nursing renders a substantial contribution to the elevation of nurses' theoretical discernment and specialized prowess. Simultaneously, it refines their clinical-judgment and analytical-thinking faculties, substantiating its merit as a pivotal approach for extensive clinical adoption and endorsement.

DISCUSSION

Standardized training stands as a cornerstone in augmenting the caliber of rehabilitation nursing staff, imposing a rigorous adherence to precise nursing norms and operational protocols. This ensures a substantial reduction in discrepancies and unforeseen occurrences, consequently amplifying the overall excellence in caregiving. Concurrently, such methodical training cultivates an understanding of the unique responsibilities and prerequisites affiliated with diverse roles within the realm of rehabilitation nursing, solidifying collaborative teamwork and enhancing the cumulative efficacy of rehabilitation initiatives.

The combination of the case teaching method and standardized rehabilitation-nursing instruction can foster a synthesis of abstract theoretical wisdom with concrete real-world circumstances. This fusion not only enhances nurses' problem-solving acumen but also buttresses techniques for practical application, germinates holistic and cross-disciplinary thinking, and nurtures the growth of critical cognitive faculties. Such a sophisticated educational approach empowers nurses to attain a more nuanced comprehension and use of specialized knowledge, thereby elevating their clinical performance and propelling their professional evolution.

CONCLUSIONS

The adoption of the case-teaching method has emerged as a seminal strategy in standardized training for rehabilitation nursing. Its success serves to advocate for and reinforce the field's growth and maturation, enhancing the general quality and professionalism within a specialized domain. Therefore, the method not only serves as an instructional tool but also embodies a fundamental transformation in the modernization of nursing education, embodying the aspiration for excellence, the desire for continuous improvement, and a dedication to the highest standards of patient care.

AUTHORS' DISCLOSURE STATEMENT

The authors have no potential conflicts of interest to report relevant to this study.

REFERENCES

- Lin LC, Huang YC, Carter P, Zuniga J. Resilience among nurses in long term care and rehabilitation settings. *Appl Nurs Res*. 2021;62:151518. doi:10.1016/j.apnr.2021.151518
- Zhou Y, Wang Y, Huang M, et al. Psychological stress and psychological support of Chinese nurses during severe public health events. *BMC Psychiatry*. 2022;22(1):800. doi:10.1186/s12888-022-04451-8
- Dias M, Alves FA, Ferreira M, et al. From Health Literacy to Self-Care: Contributions of the Specialist Nurse in Rehabilitation Nursing. *Int J Environ Res Public Health*. 2022;19(13):7767. doi:10.3390/ijerph19137767
- Jeffares I, Merriman NA, Doyle E, Horgan E, Hickey A. Designing stroke services for the delivery of cognitive rehabilitation: A qualitative study with stroke rehabilitation professionals. *Neuropsychol Rehabil*. 2023;33(1):24-47. doi:10.1080/09602011.2021.1977155
- Hodges AL, Konicki AJ, Talley MH, Bordelon CJ, Holland AC, Galin FS. Competency-based education in transitioning nurse practitioner students from education into practice. *J Am Assoc Nurse Pract*. 2019;31(11):675-682. doi:10.1097/JXX.0000000000000327
- Hekel BE, Pullis BC, Edwards AP, Alexander J. Teaching Social Determinants of Health Through an Unfolding Case Study. *Nurse Educ*. 2023;48(3):137-141. doi:10.1097/NNE.0000000000001333
- George T, Carey RAB, Abraham OC, Sebastian T, Faith MF. Trainee doctors in medicine prefer case-based learning compared to didactic teaching. *J Family Med Prim Care*. 2020;9(2):580-584. doi:10.4103/jfmpc.jfmpc_1093_19
- Kamat SK, Marathe PA, Patel TC, Shetty YC, Rege NN. Introduction of case based teaching to impart rational pharmacotherapy skills in undergraduate medical students. *Indian J Pharmacol*. 2012;44(5):634-638. doi:10.4103/0253-7613.100400
- Crang-Svalenius E, Sjernquist M. Applying the case method for teaching within the health professions--teaching the teachers. *Med Teach*. 2005;27(6):489-492. doi:10.1080/01421590500136154
- Grover S, Garg B, Sood N. Introduction of case-based learning aided by WhatsApp messenger in pathology teaching for medical students. *J Postgrad Med*. 2020;66(1):17-22. doi:10.4103/jpgm.JPGM_2_19
- Kolahdouzan M, Mahmoudieh M, Rasti M, Omid A, Rostami A, Yamani N. The effect of case-based teaching and flipped classroom methods in comparison with lecture method on learning and satisfaction of internship students in surgery. *J Educ Health Promot*. 2020;9(1):256. doi:10.4103/jehp.jehp_237_19
- Palanisamy D, Xiong W. An Interactive Approach to Teaching the Clinical Applications of Autonomy and Justice in the Context of Discharge Decision-Making. *MedEdPORTAL*. 2020;16:10992. doi:10.15766/mep_2374-8265.10992
- Jimenez JD, Guillen-Guzman E, Oliva V, Ballesteros-Urpi A, Pardo-Hernandez H. Theoretical approaches to the engagement with patients in case-management programmes and assertive outreach teams: A systematic review of the literature. *J Psychiatr Ment Health Nurs*. 2022;29(5):647-658. doi:10.1111/jpm.12831
- Sangam MR, K P, G V, Bokan RR, Deka R, Kaur A. K P, G V, Bokan RR, Deka R, Kaur A; Efficacy of Case-Based Learning in Anatomy. *Cureus*. 2021;13(12):e20472. doi:10.7759/cureus.20472
- Li L, Liu X, Chen Z, Wang L, Lian X, Zou H. The Application of a Case-Based Social Media-Assisted Teaching Method in Cariology Education: Comparative Study. *J Med Internet Res*. 2021;23(8):e29372. doi:10.2196/29372
- LaVelle JM, Lovato C, Stephenson CL. Pedagogical considerations for the teaching of evaluation. *Eval Program Plann*. 2020;79:101786. doi:10.1016/j.evalproplan.2020.101786
- Hashim MJ, Goveender R, Ghenimi N, Kieu A, Khan M. LecturePlus: a learner-centered teaching method to promote deep learning. *Adv Physiol Educ*. 2023;47(2):175-180. doi:10.1152/advan.00237.2022
- Wihlborg J, Edgren G, Johansson A, Sivberg B, Gummesson C. Using the case method to explore characteristics of the clinical reasoning process among ambulance nurse students and professionals. *Nurse Educ Pract*. 2019;35:48-54. doi:10.1016/j.nepr.2019.01.001
- Wang M, Chen X, Yang Y, et al. Effect evaluation of case-based learning with situated cognition theory on competence training for student nurses in pediatric surgery. *Heliyon*. 2023;9(2):e13427. doi:10.1016/j.heliyon.2023.e13427
- Murphy N, Strong C, Jones G. Flipped learning: A shift in graduate nursing education. *J Am Assoc Nurse Pract*. 2021;34(1):135-141. doi:10.1097/JXX.0000000000000581
- Vacek J, Liesveld J. Teaching Concepts to Nursing Students Using Model Case Studies, the Venn Diagram, and Questioning Strategies. *Nurs Educ Perspect*. 2020;41(6):373-375. doi:10.1097/01.NEP.0000000000000514
- Das S, Ponnusamy KA, Tripathi A, Jaison J, Rathinam B. Case-based learning: A 'Case' for restructuring anatomy education in Indian nursing curriculum. *J Educ Health Promot*. 2022;11(1):258. doi:10.4103/jehp.jehp_710_21
- Elliott K, Marks-Maran D, Bach R. Teaching student nurses how to use electronic patient records through simulation: A case study. *Nurse Educ Pract*. 2018;30:7-12. doi:10.1016/j.nepr.2018.02.003
- Hackel J, Fawcett J. Teaching and Learning From Case Studies: The Added Value of Using a Nursing Conceptual Model to Construct Cases. *Nurs Sci Q*. 2018;31(3):263-271. doi:10.1177/0894318418774872
- Vacek J, Liesveld J. Teaching Concepts to Nursing Students Using Model Case Studies, the Venn Diagram, and Questioning Strategies. *Nurs Educ Perspect*. 2020;41(6):373-375. doi:10.1097/01.NEP.0000000000000514
- Xing C, Zhou Y, Li M, et al. The effects of CPBL + SBAR teaching mode among the nursing students. *Nurse Educ Today*. 2021;100:104828. doi:10.1016/j.nedt.2021.104828