LEARNING THROUGH CASE STUDY: A COLLABORATIVE APPROACH TO TRANSFORMING EDUCATION

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Aim

This poster explores an innovative educational approach that integrates collaboratively developed case studies into learning for health and social care professionals (NMC 2024). The module incorporated case-based learning, developed in collaboration by people who use services and their carers (PUSCs), offering a safe environment where students could explore decisions, reflect on outcomes, and learn from error without risk to service users (RGU 2022).

Methods

Collaboration was central throughout: service users, carers, educators, and practitioners co-created learning materials, ensuring that each case captured diverse perspectives and ethical dimensions of care.

The process reinforced the value of partnership in education—bridging lived experience with professional knowledge to foster mutual learning and respect.

Results/discussion

Early evaluation indicates that this model enhances learner engagement, deepens understanding of person-centred care, and strengthens confidence in complex decision-making. Moreover, the inclusive design process itself was empowering for those contributing their stories, transforming passive consultation into active educational leadership which can then be applied to clinical practice (Brown Wilson, Slade and McCutcheon, 2022).

Conclusion

The students valued the co-production and case-based learning approach implemented by the module team and understood that this approach can enrich post-registration education, providing a dynamic and safe space for reflective, experiential learning that truly embodies the principles of person-centred care based on authentic stories and real lived experiences.

References

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