Title: The Case Correlation Assignment  
Institution: Iowa State University  
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1. Brief Description of the Method:  
On the first day of the rotation, each student chooses one case of interest from a list of cases that have been instructor selected according to final diagnosis, amount of antemortem data, and representation of species. Classic entities may be excluded if there are already multiple examples within the list, while an uncommon disease or unusual species presentation may be included despite the fact that the antemortem database is minimal. The cases are grouped by species, with an abbreviated comment on the case history that may be only loosely connected to the actual final diagnosis. Students obtain cases from the medical records office and then write an illustrated narrative that “tells the story” from initial presentation to necropy. All clinical data (including clinical pathology, diagnostic imaging, and clinical observations) generated prior to necropy must be reported and clinical decisions explained. For the few cases that completely lack an antemortem database, students are expected to “work backwards,” meaning that they should extrapolate antemortem trends based on necropsy findings. For all cases, students are expected to consider all possible differential diagnoses and to produce a report that is well illustrated and well explained.

2. COE Standard 11 Area Assessed:  
Primary: 1.a, 1.b  
Secondary: 1.c

3. Approximate Cost per student ($/resources/time):  
No materials cost. Approximately 3-5 hours for each student to complete. Approximately 20 minutes of faculty time per student to assess.

4. Length of time in use at your institution:  
13 years

5. When/where administered in the curriculum:  
4th year required Necropsy rotation

6. COE review/response:  
Reviewed by COE: Yes ☒ No ☐  
Response: This has been approved by the COE as part of our assessment approach.

7. Evidence of effectiveness (E.g. reliability, validity, support in research or theory . . .):  
Rubric scoring by the instructor and peers generally produced satisfactory inter rater reliability without training1. The case analysis approach itself engages students with authentic material and requires in depth engagement, which has strong face validity, and support in educational theory2.

8. Reception by faculty:  
Generally positive, though grading is time-consuming.

9. Reception by Students:  
Generally positive regarding learning; some complaints regarding the amount of work required3.

10. Materials available to share with conference attendees:  
1. 21-Item Scoring Rubric  
2. Sample Assignment
Works Cited

