

Table 1 demonstrates the prescribed PBL five step process as well and student outcomes.

- **Step 1 (Develop Working Hypotheses)**
- Provide chief complaint; include age, race, and gender
  - Each Students proposes two plausible, unique, working hypotheses (HO)
- **Step 2 (Refine Working Hypotheses)**
  - Students synthesize pathophysiology for each HO and list the expected features of history & physical (H&P)-including diagnostics
- **Step 3 (Rule in and Out Working Hypotheses)**
- Complete casebook H&P open to students
- Students determine Rule-in or Rule-out
  - Each student identifies pertinent positives and negatives for each HO and lists Rationale for rule-in or out provided
- **Step 4 (Clinical decision-making)**
  - Students collaborate to identify all primary and secondary diagnoses and develop a comprehensive treatment plan
- **Step 5 (Case Completion and Reflection)**
- Faculty Expert Opinion released
- Opposing casebooks open for all to view
- Reflection
  - Students compare and contrast the two casebooks' salient features in their track as well as behavioral casebooks
  - Identify a-ha learning moments
    - Revised with second cohort to include targeted questions that drove students to alternate casebook and targeted specific learning points