

INSTRUCTOR USER GUIDE

Case Files: Teaching Cases Collection, also referred to as Teaching Case Files, is an unrivaled collection of peer-reviewed clinical cases grounded in high quality pedagogy and designed specifically for active and experiential learning. The collection features clinical, peer-reviewed cases covered in medical curricula and knowledge comprehension and assessment taken from the United States Medical Licensing Examination (USMLE) outline.

Our collection of cases spans the medical field, and each case has multiple components designed to support contextual learning. Teaching Case Files integrates basic sciences with clinical exposure to align with an increasingly integrated 4-year medical curricula. Essential concepts woven into the cases include basic sciences, communication and professionalism, ethics and cultural sensitivity, epidemiology and statistics, and patient safety and quality improvement.

In addition to Dr. Eugene Toy, Editor in Chief, all case authors are content experts, including physicians, scientists, nurse practitioners, and physician assistants who are also recognized medical educators.

Key Stakeholders

In Teaching Case Files, there are three user types each with a different login. The user types are the admin, instructor (faculty), and student described below. Each user type may sign in to Teaching Case Files at: <https://teachingcasefiles.com/>.

- **Admin:** A subscription requires an administrator(s) who creates instructor accounts. The admin account (login credentials provided in welcome letter) is where you will create and manage user types (instructor and student), as well as create and manage class sections. The admin account also includes tools for pulling user login usage reports. Details on how to create and manage users and class sections, how to pull usage reports, and other information can be found in this guide below.
- **Instructor (Faculty):** The instructor account holds all case content and visibility controls for students. The instructor account is where instructors may share cases, assign quizzes, view student performance data, and manage their own class sections and student users separately from the admin account. It is encouraged for instructors to create and manage their class sections and student users from the instructor account.
- **Student:** The student account is where your students may view shared cases and complete assigned quizzes.

For any assistance with setup, login, or for other questions, please reach out to the **McGraw Hill Customer Success** team at customersuccess@mheducation.com.

The **Instructor User Guide** provides step-by-step instructions for setting up your Teaching Case Files instructor account, including how to share, assign, and manage cases and quizzes; navigate instructor controls; and create and manage class sections and student accounts. For help, visit the Access User Center page on [Teaching Case Files](#) and the [Teaching Case Files LibGuide](#) or contact Customer Success (customersuccess@mheducation.com).

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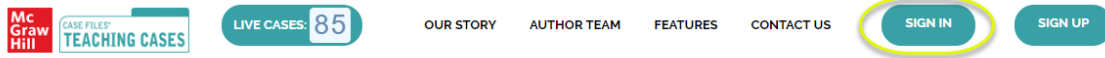
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Sign In

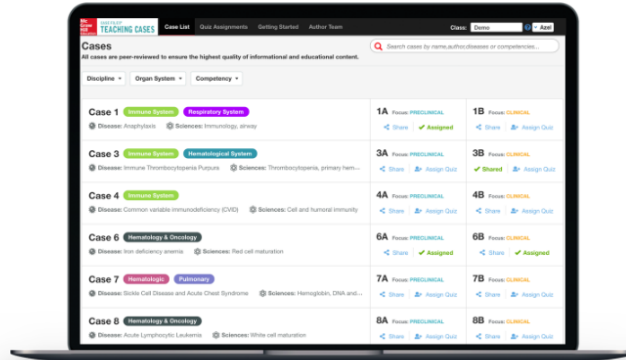
- Visit <https://teachingcasefiles.com/> and select “Sign In” in the upper-right.



Case Files™ Teaching Cases

An unrivaled collection of peer-reviewed clinical cases designed specifically for active teaching and learning

CREATE INSTRUCTOR ACCOUNT



- Sign in with your instructor username and password. If you do not know your username or password, contact Customer Success (customersuccess@mheducation.com).

Sign In

Email / Username:

Email

Password:

Password

Remember me

LOGIN

[I forgot my Password](#)

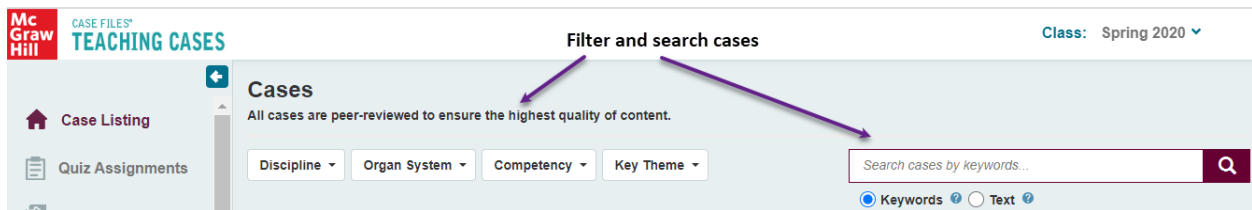
Task Bar

Use the Task Bar above the case list to filter and search for cases.

The Task Bar in the instructor login in Teaching Case Files allows the user to filter cases by Disciplines, Organ Systems, Competencies, and Key Themes.

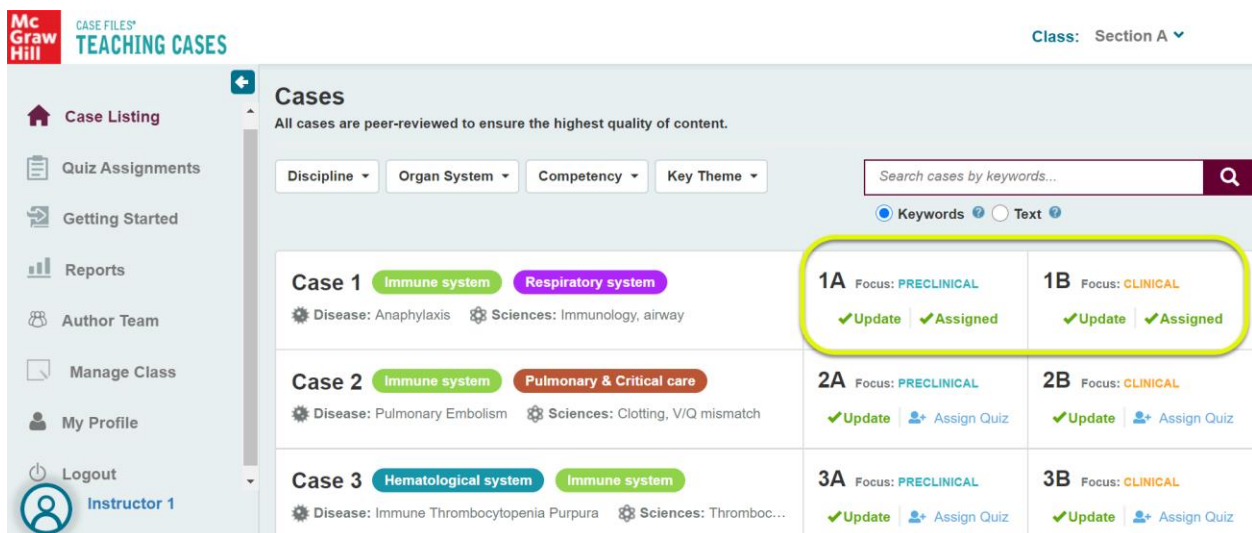
- Disciplines – filter cases to those in basic sciences and clinical disciplines.
- Organ Systems – filter cases by more clinical-related areas.
- Competency – filter cases by clinical competency areas important for an effective, functioning clinician.
- Key Theme – filter cases by medical conditions and risk factors.

The Task Bar also allows the user to search for cases by keywords.

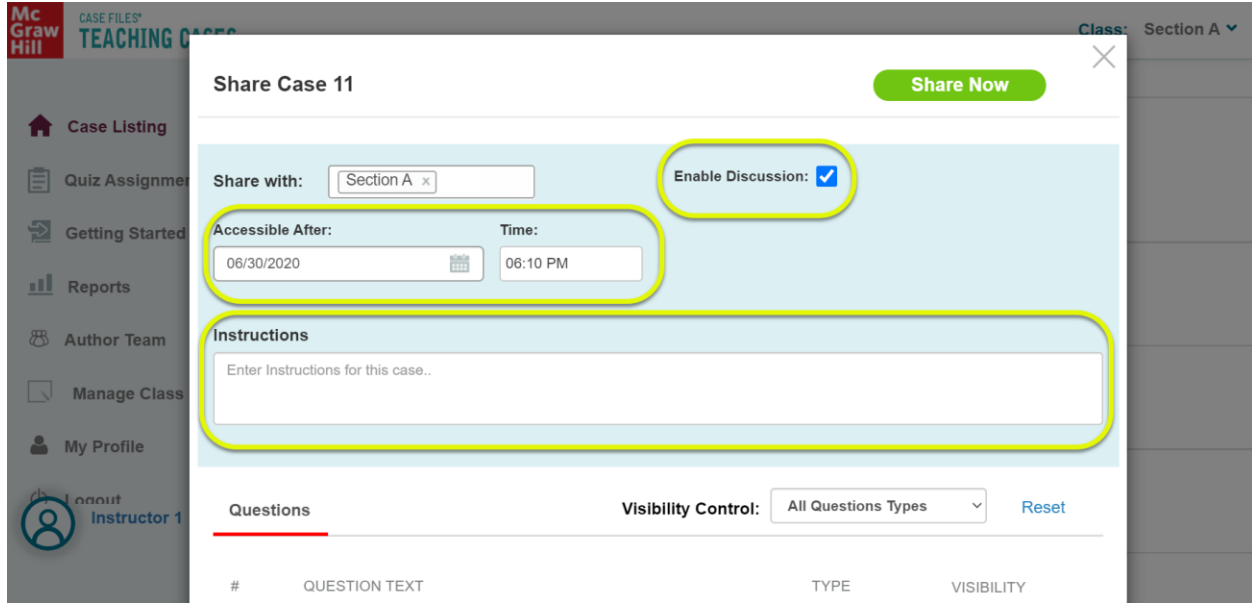


Share and Assign Cases

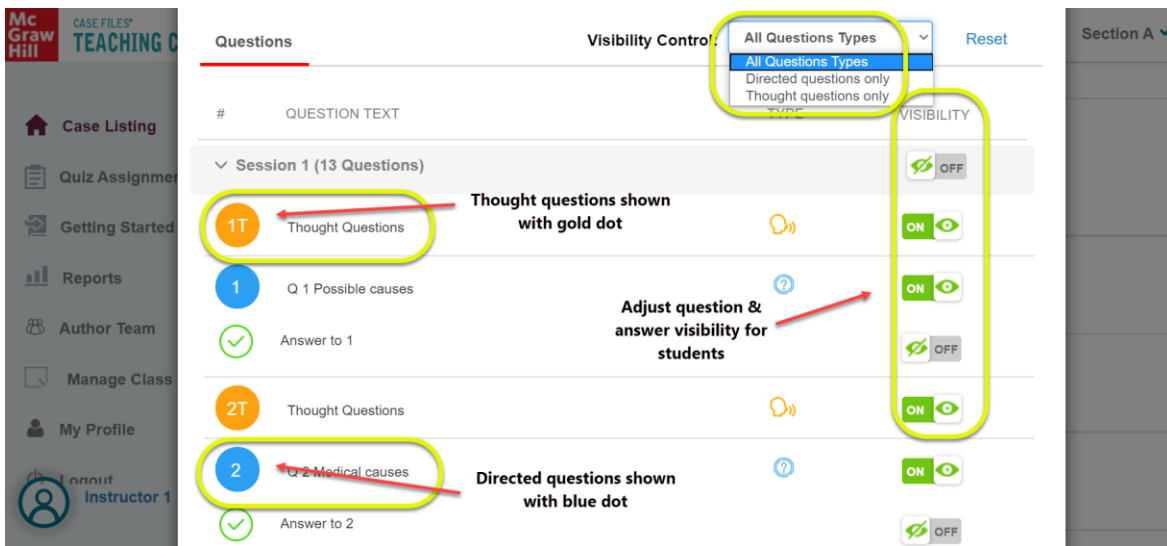
- To share a preclinical or clinical case and assign a quiz, from the “Case Listing” homepage, select the blue “Share” and “Assign Quiz” links.
- Once shared or assigned, the link becomes green. Update visibility controls and other information on cases by selecting the green “Update” or “Assigned” links.



- After selecting the blue “Share” link, you may enter instructions for the students (optional), accessible date and time, and enable the discussion boards in the case. When updating an already assigned case, you also may “Hide” the discussion board if enabled.



- Thought questions (discussion questions) are indicated with a gold dot. Directed questions are indicated with a blue dot. Answers to directed questions are indicated with a green dot with a check mark.
- Select the “All Question Types” dropdown menu to filter question types.
- Use the on/off visibility button with each question to toggle question visibility in the case.
- Select “Reset” to reset the default visibility. By default, all questions are turned on, and all answers are turned off.



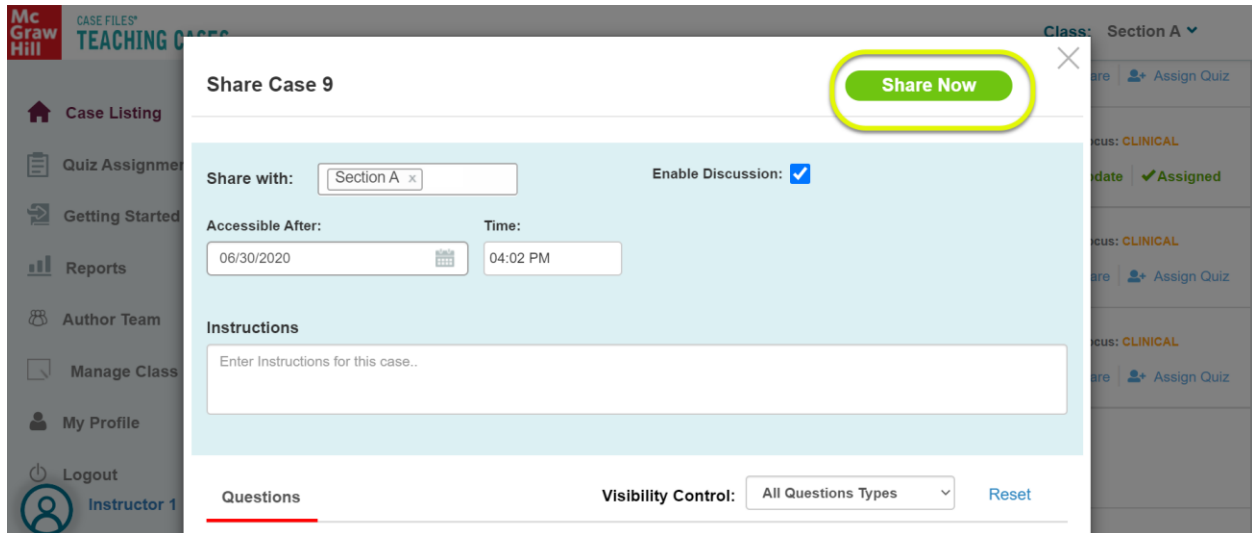
- Navigate between Session 1 and Session 2 questions by using the dropdown arrow or scrolling to select the next session.

The screenshot shows the 'Questions' interface with a 'Visibility Control' dropdown set to 'All Questions Types' and a 'Reset' button. A table lists questions with columns for '#', 'QUESTION TEXT', 'TYPE', and 'VISIBILITY'. Two session headers are visible: '> Session 1 (13 Questions)' and 'v Session 2 (12 Questions)'. A red circle highlights the dropdown arrow on Session 2, and a red arrow points to it with the text 'Expand or collapse sessions using the arrows'. Below the session headers, individual questions are listed, including 'Thought Questions' (6T), 'Q 14 Affect & physical exam' (14), and 'Answer to 14'. Each question has a visibility toggle switch.

- Key points and references can be made visible.

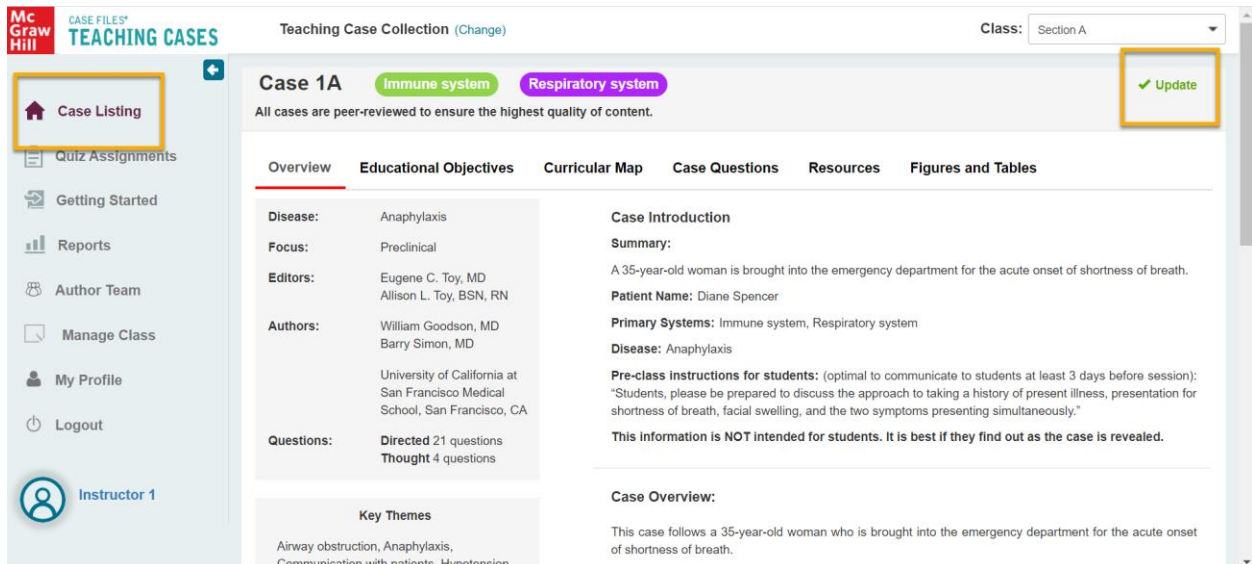
This screenshot shows the 'Questions' interface with a 'Visibility Control' dropdown set to 'All Questions Types' and a 'Reset' button. The session headers are expanded, showing '> Session 1 (13 Questions)' and '> Session 2 (12 Questions)'. Below the session headers, two items are listed: 'KEY POINTS' and 'REFERENCES', each with a document icon. A yellow box highlights these two items. To the right, two visibility toggle switches are shown, both set to 'ON'. A 'Close' button is located at the bottom right of the interface.

- After customizing the case visibility, select “Share Now” to share the case with the class section.



Case Navigation

- An overview of the case, including an option to update the shared case, is available in the case.



- The case “Overview” tab provides an overview, teaching notes, key themes, and suggested readings from [AccessMedicine: Case Files Collection](#).

The screenshot shows the 'Overview' tab selected in the 'Case 1A' interface. The interface includes a sidebar with navigation options like 'Case Listing', 'Quiz Assignments', and 'Reports'. The main content area is divided into several sections: 'Disease', 'Focus', 'Editors', 'Authors', 'Questions', 'Case Introduction', 'Summary', 'Patient Name', 'Primary Systems', 'Disease', 'Pre-class instructions for students', and 'Case Overview'. A yellow box highlights the 'Overview' tab in the top navigation bar. Another yellow box highlights the 'Key Themes' section at the bottom, which lists 'Airway obstruction, Anaphylaxis, Communication with patients, Hypotension,'. A yellow arrow points from the 'Key Themes' box to the 'Disease' section.

- The case “Educational Objectives” tab provides learning objectives for the case.

The screenshot shows the 'Educational Objectives' tab selected in the 'Case 1A' interface. The 'Overview' tab is now unselected. The 'Learning Objectives' section is highlighted with a yellow box and contains a numbered list of nine objectives. The 'Key Themes' section is also visible at the bottom of the page.

- The case “Curricular Map” tab provides the disciplines, systems, competencies, and key themes of the case.

Teaching Case Collection (Change) Class: Section A

Case 1A Immune system Respiratory system Update

All cases are peer-reviewed to ensure the highest quality of content.

Overview Educational Objectives **Curricular Map** Case Questions Resources Figures and Tables

Disease: Anaphylaxis
Focus: Preclinical
Editors: Eugene C. Toy, MD
Allison L. Toy, BSN, RN
Authors: William Goodson, MD
Barry Simon, MD
University of California at San Francisco Medical School, San Francisco, CA
Questions: Directed 21 questions
Thought 4 questions

Key Themes
Airway obstruction, Anaphylaxis, Communication with patients, Hypotension,

Disciplines
Anatomy Genetics Histology Immunology Microbiology Pathology Pathophysiology
Pharmacology Physiology

Systems
Allergy & Immunology Biostatistics, Epidemiology & Population Health Cardiovascular system
Dermatology Ear, Nose & Throat Gastrointestinal & Nutrition Pulmonary & Critical Care

Competencies
Patient Care—Medical knowledge Patient Care—Diagnosis Patient Care—Management

- The case “Resources” tab provides relevant instructional resources and a table mapped to the case educational objectives.

Teaching Case Collection (Change) Class: Section A

Case 1A Immune system Respiratory system Update

All cases are peer-reviewed to ensure the highest quality of content.

Overview Educational Objectives Curricular Map Case Questions **Resources** Figures and Tables

Disease: Anaphylaxis
Focus: Preclinical
Editors: Eugene C. Toy, MD
Allison L. Toy, BSN, RN
Authors: William Goodson, MD
Barry Simon, MD
University of California at San Francisco Medical School, San Francisco, CA
Questions: Directed 21 questions
Thought 4 questions

Key Themes
Airway obstruction, Anaphylaxis, Communication with patients, Hypotension, Physical exam of the airway, Shortness of

Case 1 Faculty Overview:
CASE 1: ANAPHYLAXIS
FACULTY VIDEO
Eugene C. Toy, MD
CASE FILES
The Teaching Case Collection

Helpful Hints on Teaching This Case:

Case 1A MCQ and Learning Objective Map

MCQ	System	Learning Objective	Description
1A.1	Immune Respiratory	C1A.LO-5	Anaphylaxis pathophysiology
		C1A.LO-7	Anaphylaxis diagnosis

- The case “Figures and Tables” provides supplemental tools for teaching the case.

The screenshot shows the 'Case 1A' page in the 'Teaching Case Collection'. The 'Figures and Tables' tab is highlighted with a yellow box. The page includes a sidebar with navigation options like 'Case Listing', 'Quiz Assignments', and 'Reports'. The main content area has tabs for 'Overview', 'Educational Objectives', 'Curricular Map', 'Case Questions', 'Resources', and 'Figures and Tables'. The 'Figures and Tables' section displays 'Case 1A Figures' with an anatomical diagram of the head and neck showing blood vessels. Labels include 'Superficial temporal a.', 'Maxillary a.', 'Posterior auricular a.', 'Occipital a.', and 'Facial a.'. The 'Overview' tab shows details such as 'Disease: Anaphylaxis', 'Focus: Preclinical', 'Editors: Eugene C. Toy, MD, Allison L. Toy, BSN, RN', 'Authors: William Goodson, MD, Barry Simon, MD', and 'Questions: Directed 21 questions, Thought 4 questions'. A 'Key Themes' section lists 'Airway obstruction, Anaphylaxis, Communication with patients, Hypotension, Physical exam of the airway, Shortness of'.

Case Questions

- The case “Case Questions” tab provides the case information and questions. Use the sidebar to expand or collapse the session; navigate among case questions; and navigate among sessions, key points, references, summary page for faculty, and the case quiz assignment.
- Select “Present” to present the case to the class.

The screenshot shows the 'Case 1A' page in the 'Teaching Case Collection' with the 'Case Questions' tab highlighted. The 'Case Questions' section is expanded to show 'Session 1' with a list of questions: 'Start of Session 1', '1-T Thought Questio...', '1A Q 1A CC & HPI', '2A Q 2A What is dyspno...', '3A Q 3A Facial swelling', and '4A Q 4A Venous draina...'. A 'Present' button is highlighted with a yellow box. The 'Session 1 Introduction' text reads: 'Welcome to the Case Files Teaching Case Collection. We believe that patient care and medical concepts are best learned within the context of a patient scenario. Thus, each case is a clinical narrative that begins with a brief clinical vignette similar to the manner in which a patient presents with a chief complaint. Each scenario consists of two sessions. As you go through the case, more clinical information will be given, similar to how a history, physical examination, labs, and imaging data are obtained with a real patient. Your faculty facilitator will provide instructions about any pre-reading preparation prior to working on this case, and may either assign the case for you to do on your own, or he or she may guide your journey through this patient encounter. We encourage you to evaluate the patient from a clinical perspective, such as considering the differential diagnosis (possible causes), identifying emergency or life-threatening conditions, making a diagnosis, recommending treatment, and counseling the patient. Additionally, we hope you will appreciate a variety of complementary, interwoven concepts such as basic sciences, patient safety, patient communication, ethics, biostatistics, and population health. Each case is designed for active learning. Rather than simply trying to get to the right answer, we hope you take the time to truly internalize and apply the instruction. We hope you enjoy this patient encounter. Remember our Case Files mantra: “We want you to learn, not just memorize.” Summary:'. The sidebar on the left shows navigation options like 'Case Listing', 'Quiz Assignments', and 'Reports'.

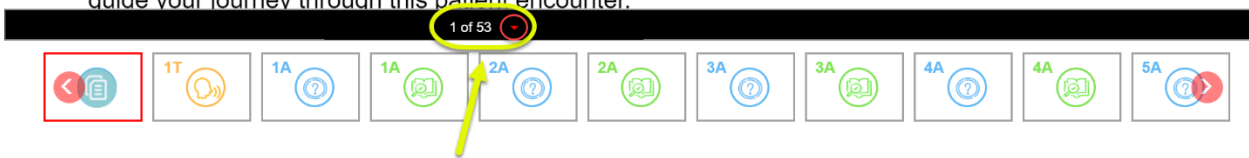
- In “Present” mode, a new window opens to use when presenting to the class. Use the left and right-hand side arrows to move to the next slide. Use the navigation bar along the bottom to track your place and skip around. Student answers can be displayed in present mode.

Case 1A (Session-1)

Session 1 Introduction

Welcome to the **Case Files Teaching Case Collection**. We believe that patient care and medical concepts are best learned within the context of a patient scenario. Thus, each case is a clinical narrative that begins with a brief clinical vignette similar to the manner in which a patient presents with a chief complaint.

Each scenario consists of two sessions. As you go through the case, more clinical information will be given, similar to how a history, physical examination, labs, and imaging data are obtained with a real patient. Your faculty facilitator will provide instructions about any pre-reading preparation prior to working on this case, and may either assign the case for you to do on your own, or he or she may guide your journey through this patient encounter.



Select red arrow to open case navigation bar.

- Select a thought question (gold dot) from the sidebar to access the question and faculty notes, suggested answers, student responses, and to present the question and answers.

- Select a directed question (blue dot) from the sidebar to access directed case questions which include the discussion board response areas if enabled by the instructor.

The screenshot shows the McGraw Hill Teaching Cases interface. On the left sidebar, under 'Case Listing', the question '1A Q 1A CC & HPI' is selected, indicated by a blue dot and a highlighted box. The main content area displays the question details, including the title 'Q 1A CC & HPI', 'Faculty Notes', and 'Visibility: ON'. The question text reads: 'Diane Spencer is a 35-year-old woman who is brought into the emergency department for the acute onset of shortness of breath. The patient's husband says she developed swelling of the lips, wheezing, and shortness of breath shortly after taking a medication. What is a "chief complaint" (CC)? What is meant by taking a history of present illness (HPI)? In taking the history of present illness (HPI), what is a customary way of characterizing shortness of breath and elucidating the chief complaint?'. Below the question, there is a section for 'Instructor 1' with a test message and a discussion board area with the prompt 'Post your discussion here ...'.

- Select a directed question case answer from the sidebar to access answers to the questions.

The screenshot shows the McGraw Hill Teaching Cases interface. On the left sidebar, under 'Case Listing', the answer '1A - Suggested answer' is selected, indicated by a green checkmark and a highlighted box. The main content area displays the answer details, including the title '1A - Suggested answer', 'Faculty Notes', and 'Visibility: OFF'. The answer text reads: 'The reason the patient is seeking medical care, usually a concise statement and often in quotations as the patient's own words. Examples: "For routine physical," "Shortness of breath," "Chest pain," or "Follow-up on hypertension." What is meant by taking a history of present illness (HPI)? An HPI is a detailed interview (usually of the patient but can also involve family or others) prompted by the CC. • Allow the patient to speak (using open-ended questions). • Follow up and clarify symptoms. • Establish rapport and make the patient feel comfortable. In taking the history of present illness, what is a customary way of characterizing shortness of breath and elucidating the chief complaint? • First priority is to ensure that the patient is not in respiratory distress, since that would mean we need to intervene ASAP. - Assess respiratory effort, use of accessory muscles, movement of air, auscultation'.

- Key points of the case, references, summary page for faculty, and the case quiz can all be accessed under the second session in each case. The case quiz can also be accessed and assigned from the Case Listing dashboard (see page 4).

Teaching Case Collection (Change) Class: Section A

Overview Educational Objectives Curricular Map **Case Questions** Resources Figures and Tables

> Session 1

> Session 2

- KEY POINTS
- REFERENCES
- SUMMARY PAGE FO...
- CASE 1A QUIZ ASSI...

SUMMARY PAGE FOR FACULTY

Wrap Up: Faculty Reminders for Students

Students, make sure to be able to:

- Describe how to elicit a history of present illness.
- Describe how to elicit acuteness of onset from patient and how this can differentiate anaphylaxis from other clinical entities.
- Describe the presentation of pulmonary embolism, Ludwig angina, aortic dissection, and pneumothorax.
- Describe the pathophysiology of anaphylaxis and the patient risk factors for a severe anaphylactic reaction.
- Describe the immediate interventions that must be taken in a suspected anaphylactic reaction.
- Describe how angioedema is different than anaphylaxis and describe its treatment.

Optional Activities

- BONUS COMMUNICATION EXERCISE:** How would you explain this situation to the patient if her English were not very extensive? Take 5 minutes and write out word for word how you would explain the diagnosis and best treatment.
- STUDENT CHALLENGE:** Write out the key learning issue you gained from this case, and what you plan to read today.

Comprehension Quiz: If you would like to have the students take the comprehension test for this module, be sure to unlock and assign it to them.

Quiz Assignments

- Use the “Quiz Assignments” tab to view student responses to a quiz assignment and update or delete a quiz assignment in addition to viewing the status of quiz assignments.

Teaching Case Collection (Change) Class: Section A

Current Assignme... x Response - Case...

All Assignment 26 All 0 Scheduled 0 Available For Students 12 Needs Grading 14 Graded Status

Case 1A Immune system Respiratory system

Actions: View Student Responses

Class Status: Needs Grading
Due Date: Aug 14, 2020, 02:00 PM
Accessible After: Aug 14, 2020, 01:44 PM
Student Status: 0 Not Started 0 In Progress 3 Submitted 0 Graded

Case 9 Behavioral Disorders

Description: Complete this quiz

Actions: View Student Responses

Class Status: Needs Grading
Due Date: Aug 07, 2020, 03:15 PM
Accessible After: Aug 07, 2020, 03:15 PM
Student Status: 0 Not Started 0 In Progress 3 Submitted 0 Graded

- Instructors can view total marks, performance percentage, and completion percentage, as well as view student responses and provide feedback on each question.
- Green score indicates the student answered correctly; Red score indicates the student answered incorrectly; Dash indicates the question was skipped.

Assignment Responses Class: Section A

Case 12 **Psychiatric/Behavioral & Substanc...** Last refreshed: Jun 30, 2020, 05:45 PM

Total Points: 8

Instructor can provide feedback on student answers by selecting a question response

Class Status: Available for Students
 Due Date: Jul 01, 2020, 02:00 PM
 Accessible After: Jun 24, 2020, 01:57 PM
 Student Status: 2 Not Started, 0 In Progress, 2 Submitted, 0 Graded

Average Performance: 9%

Name	Total Marks	% complete	% performance	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
JD Thimons	0.0	0 %	0 %	—	—	—	—	—	—	—	—
Student 1	1.0	100 %	13 %	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Student 2	2.0	100 %	25 %	0.0	0.0	1.0	View Response	0.0	0.0	0.0	0.0
Student 3	0.0	0 %	0 %	—	—	—	—	—	—	—	—

- Instructors can select a student’s response to any question and enter feedback for the student to view in their login.

View Response Class: Section A

This question has been deactivated

Q 1: A 27-year-old man living with HIV is being started on a new medication. This new agent targets the cleavage of the viral protein in the host cell’s Golgi apparatus. Which of the following virulence steps would be most affected by this new agent? 1.0

1.0

A Attachment
 B Viral RNA transcription
 C Viral RNA translation
 D Integration of viral DNA into host DNA

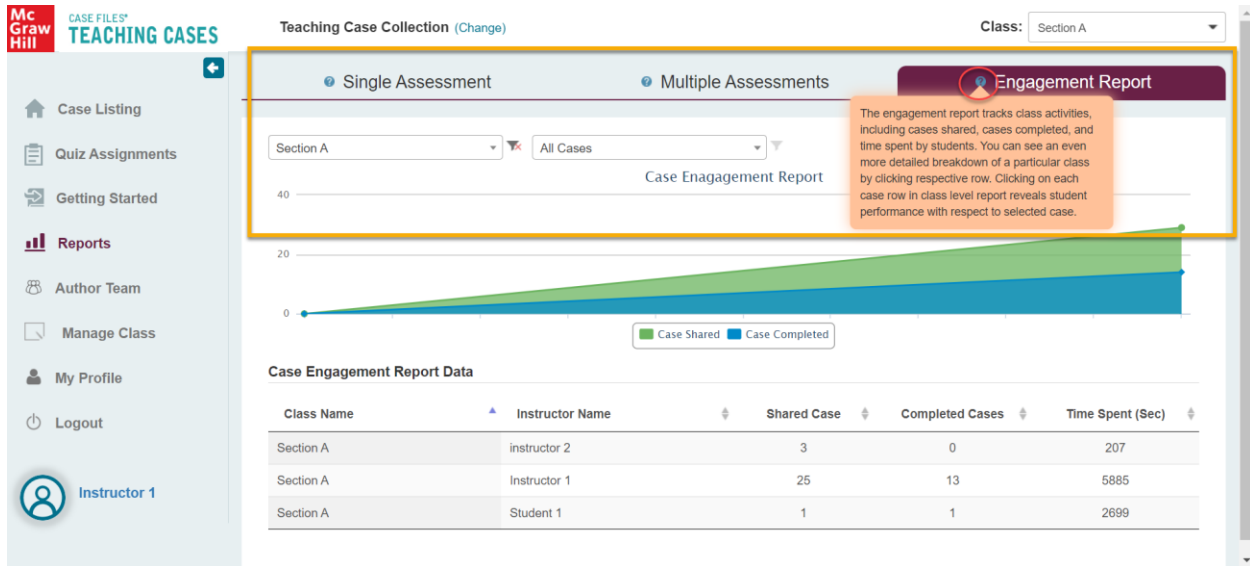
Teacher Feedback

Enter Feedback...

Instructors may enter feedback to individual student responses on quiz assignments

Reports

- Instructor reports show student and class data by single assessment, multiple assessments, and engagement reports. Click the “?” icon for a description of what each report provides. Instructors can filter by class section, cases, and date range.



Manage Class

- In the left menu, select “Manage Class” to manage student user accounts and class sections.
- Toggle between active and disabled class sections.
- Select “+ Class Section” to create a new class section.
- Select from the list of active class sections to manage the class section selected.

Class Section	Course Name	Instructor	Student Count	Status
Test 2	Teaching Case Collection	Instructor 1	1	Active
Summer 2020 Test	Teaching Case Collection	Instructor 1	4	Active
Spring 2020	Teaching Case Collection	Instructor 1	2	Active
Section A	Teaching Case Collection	Instructor 1, instructor 2	4	Active

- When creating a new class section, select “+ Class Section” in the upper-right and enter the name and select Teaching Case Collection as the course.
- There is also an option to add a “Start Date” and “End Date” for the class section. If you do not enter a start and end date, the class section will be available indefinitely.

Teaching Case Collection (Change)

➔ Create a new class section

Class Section Name*

Choose a course*

Start Date

End Date

Cancel

- After saving, the option to “Add Multiple Students” will be enabled, allowing you to enter or copy/paste multiple student email addresses. The “+” option is also enabled to allow you to manually add students to the class section one-at-a-time.

Mc
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Hill CASE FILES®
TEACHING CASES

Teaching Case Collection (Change) Class: Summer 2021

➔ Create a new class section

Class Section Name*

Choose a course*

Start Date

End Date

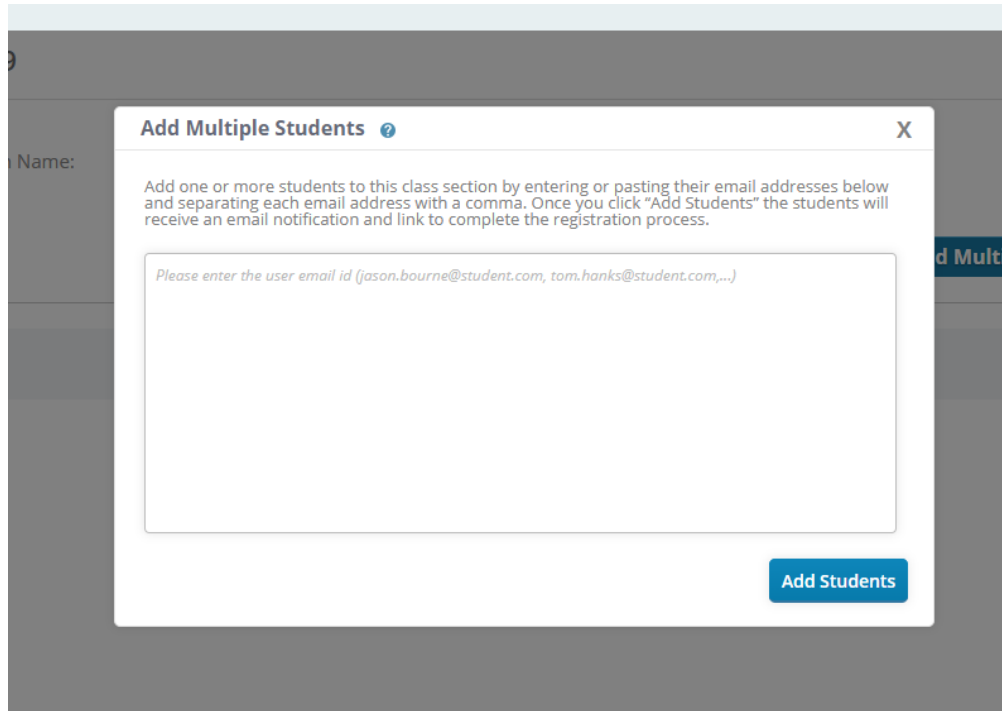
Cancel

Students

+ Add Multiple Students

[Save your class](#) before adding students to it

- Following the instructions on the page, add multiple students to the class section by entering or pasting their email addresses in the box and separating each email address with a comma. Once you click “Add Students,” the students will receive an email notification and link to complete the registration process and join the class.



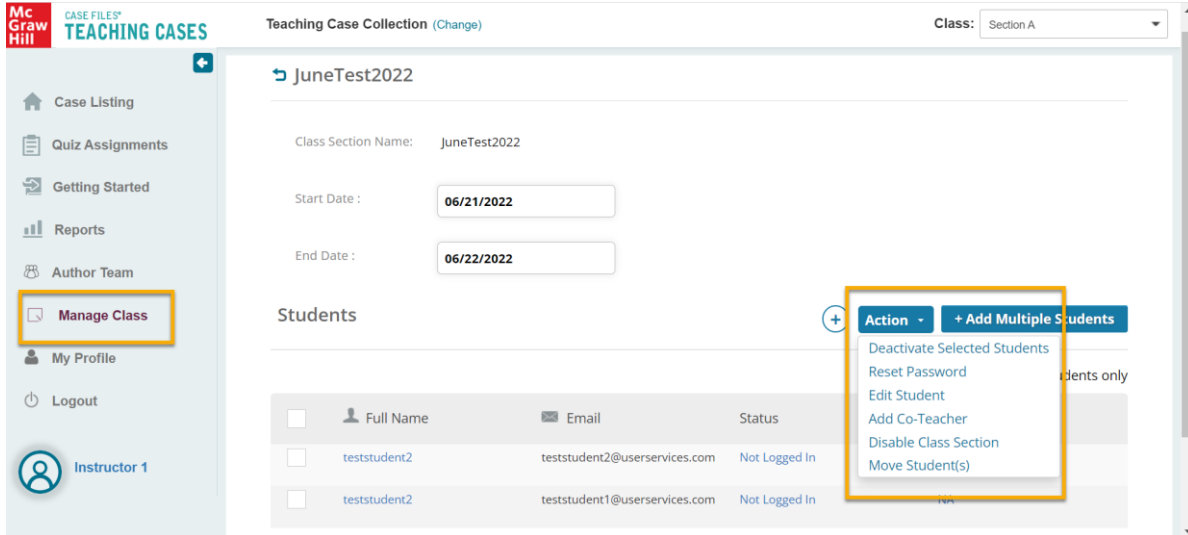
- Students can now be enrolled in multiple concurrent class sections. To add a student who is already enrolled in another class to your class section, you must use the manual “+” option to add students manually one-at-a-time.
- When you manually enter the student’s email address, you will see a pop-up message stating that the student account already exists in the same institution. Click “OK” in the pop-up message to proceed with adding the student(s) to your class section.
- If you are trying to add students using the “Add Multiple Students” option and see the error message “already registered” or “user account already exists,” that means the student is already enrolled in another class section at your institution. You will need to add those students using the manual option.

Add Multiple Students ⓘ X

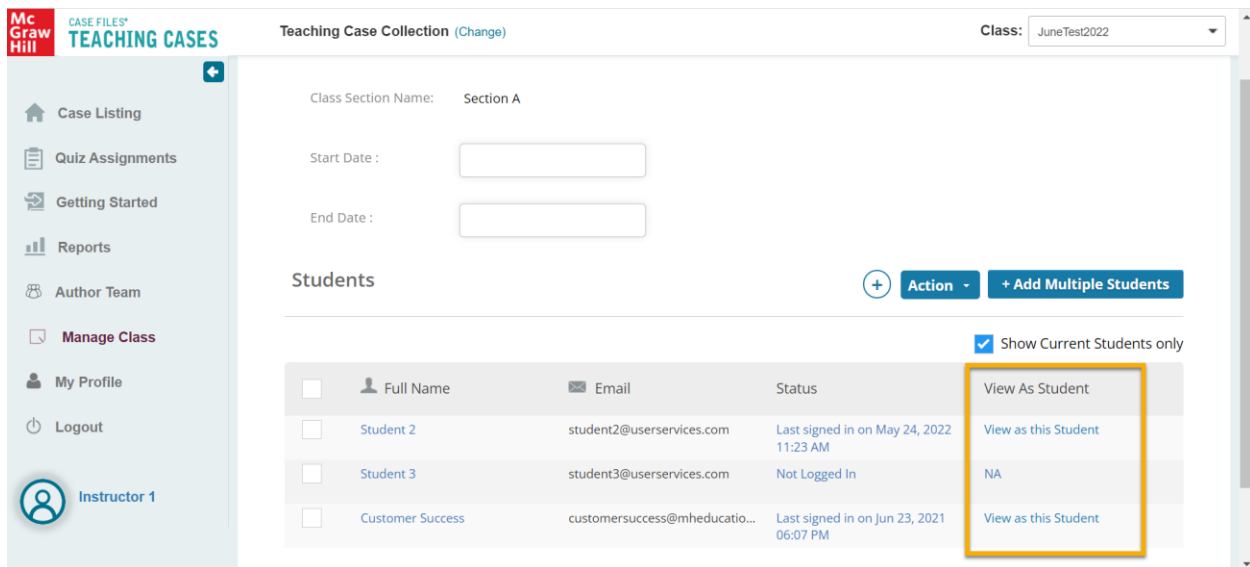
Registration failed for already subscribed users or other institution users

1. rachelc@mhtest.com - already subscribed
2. adal@mhtest.com - already subscribed
3. mariec@mhtest.com - already subscribed
4. stephenh@mhtest.com - already subscribed
5. rosalindf@mhtest.com - already subscribed
6. neilt@mhtest.com - already subscribed
7. alant@mhtest.com - already subscribed
8. roberto@mhtest.com - already subscribed

- Use the “Action” dropdown to perform an action on student accounts and class section, including to deactivate selected students (those selected in the check boxes in the class roster), reset a password, edit student information, add a co-teacher, disable the class section, and move students to a different class section.



- When selecting a class section, instructors can also choose to “View As This Student” to view a particular student’s login in the class section.



- Instructors can toggle among their class sections using the upper-right dropdown menu.

The screenshot shows the 'Teaching Case Collection' interface. In the top right corner, a dropdown menu is open, displaying a list of class sections: Section A, Spring 2020, Spring 2020Test, SOM, Summer 2020, test 2, test 3, Summer 2020 Test, Test 2, Fall 2020, Test, Class of 2024, Fall 2021, Summer2020, Fall 2020, TestDom, Class of 2022, test2021, and Summer 2021. The 'Class:' label and the dropdown arrow are highlighted with a yellow box.

Manage Your Account

- Once signed in, you may view and edit your profile information in the left menu by selecting your profile username or image.
- You may edit the account name, email address, and password from the profile page.

The screenshot shows the 'Personal Details' profile page. The left sidebar menu has 'My Profile' highlighted with a yellow circle and a red arrow pointing to it, with the text 'Select My Profile to manage profile info' below. In the main content area, the 'First Name' field contains 'Instructor' and has a pencil icon circled in yellow with a red arrow pointing to it, labeled 'Edit with pencil icon'. The 'Last Name' field contains '1'. The 'Email address' field contains 'instructor1@userservices.com'. There are input fields for 'New password' and 'Confirm password'. At the bottom right, there are 'Cancel' and 'Save' buttons.



Resources and Support

Please visit the Access User Center page on [Teaching Case Files](#) and the [Teaching Case Files LibGuide](#) for additional instructional resources, tutorials, and user guides.

For help and training, contact Customer Success (customersuccess@mheducation.com).