

Supplementary Material S3: Faculty Questionnaire (Implementation Feedback)

Medical Case Writing Course – Implementation Feedback (Faculty Version)

Part A: Basic Information

1. Gender: ☐ Male ☐ Female
2. Primary professional background: ☐ Basic medical science (with clinical background) ☐ Basic medical science (without clinical background) ☐ Clinician ☐ Other
3. Academic rank: ☐ Professor/Chief Physician ☐ Associate Professor/Associate Chief Physician ☐ Lecturer/Attending ☐ Assistant/Resident ☐ Other

Part B: Agreement with Course Value

4. Based on your observations, please rate your agreement with the following statements (1 = strongly disagree; 5 = strongly agree).

Item	Statement	1	2	3	4	5
R1	This course has unique value in cultivating higher-order thinking skills in medical students.	☐	☐	☐	☐	☐
R2	The course tasks effectively prompted students to actively link basic mechanisms with clinical presentations.	☐	☐	☐	☐	☐
R3	Students' abilities in systematic analysis and information synthesis were notably exercised during “constructing logical chains”.	☐	☐	☐	☐	☐
R4	Students' clinical reasoning and critical thinking (e.g., questioning assumptions, evaluating evidence) were evident and strengthened.	☐	☐	☐	☐	☐
R5	The role transition from “case learner” to “case designer/author” significantly increased student engagement and depth of thinking.	☐	☐	☐	☐	☐
R6	The course enhanced students' professional identity and sense of responsibility as future practitioners and educators.	☐	☐	☐	☐	☐
R7	The course helped develop students' teamwork and communication skills.	☐	☐	☐	☐	☐

Item	Statement	1	2	3	4	5
R8	The final case products have potential teaching application or further development value.	☐	☐	☐	☐	☐

Part C: Observed Student Changes (Multiple choice, select 3–4 most prominent)

5. What significant positive changes or growth did you observe in students?
 - ☐ Knowledge integration: ability to organise scattered knowledge into a coherent pathophysiological narrative
 - ☐ Logical construction: stronger structure in causal relationships and differential diagnostic reasoning
 - ☐ Active inquiry: stronger motivation to independently search literature and explore mechanisms
 - ☐ Critical reflection: prudent questions about diagnostic/treatment plans or evidence
 - ☐ Innovative thinking: novel case designs or original solutions
 - ☐ Narrative design: conscious use of narrative techniques (e.g., suspense, pacing) to enhance teaching effectiveness
 - ☐ Team collaboration: effective task division, viewpoint integration, and consensus- building
 - ☐ Increased rigour and sense of responsibility toward medicine
 - ☐ Other (please specify): _____
6. Please share 1–2 specific examples of typical student performance you observed (open-ended).

Part D: Implementation Challenges and Recommendations (Multiple choice)

7. What were the greatest challenges in implementing this course?
 - ☐ Students' insufficient prior knowledge or abilities
 - ☐ Difficulty in students' cognitive shift from “learning” to “creation”
 - ☐ High demands on faculty's own case- design and facilitation skills
 - ☐ Personalised guidance requires substantial time and effort
 - ☐ Limited class time for practice and feedback
 - ☐ Lack of mature, replicable teaching examples, toolkits, or resource databases
 - ☐ Difficulty in setting process- oriented evaluation criteria
 - ☐ Other (please specify): _____
8. Which aspects should be prioritised for improvement?
 - ☐ Enrich teaching resources (e.g., exemplar library, toolkits)
 - ☐ Optimise teaching processes (e.g., more workshop time for key sessions)
 - ☐ Strengthen faculty support (e.g., collective lesson planning, mentoring)
 - ☐ Clarify evaluation criteria (process- oriented assessment rubrics)
 - ☐ Promote faculty collaboration (basic and clinical co- guidance)

- ☐ Adjust course structure (time allocation between theory and practice)
 - ☐ Other (please specify): _____
9. For future instructors, what preparation do you recommend?
- ☐ Personally complete the full case-creation process themselves
 - ☐ Receive specific pedagogical training on guiding case writing
 - ☐ Join a teaching team with experienced faculty and adopt a mentoring model
 - ☐ Accumulate rich experience in case-based teaching
 - ☐ Be mentally prepared to invest substantial time in detailed guidance
 - ☐ Other (please specify): _____
10. Please provide any additional thoughts or suggestions (open-ended).