Building Generational Issues into PBL Case Writing

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Case Development Process

- Define audience
- Develop objectives for whole curriculum
- Select unit objectives
- Select case objectives
- Develop general concept statement
- Identify two entry points
- Define case elements
General Concept Statement

- The overview statement that explains the case goal. Example:
  - **Concept Statement:** Human Resource Administration: Work force issues such as diversity, supervision, staff development, team building, resource budgeting and management, personnel policies and law.
Entry Points

- Typical situations that reflect dynamics inherent in general concept statement: **Human Resource Administration. Examples:**
  - 1. Nurses are threatening a labor strike. The protagonist is concerned about diversity issues and volunteers for the strike planning task force
  - 2. Manager unable to recruit minority workers. Calls together a task force to evaluate and create a recruitment plan.
Case Elements

- Characters
- Setting
- Processes & Systems
- Decision Points for Protagonists
- Time line
- Key Concepts
Writing Case Objectives

- State in terms of observable behaviors for success
- State so both learner and faculty can understand
- One objective per statement
- Level objectives
Writing Case Objectives (cont.)

- Limit number of objectives so they are reasonable
- Use action verb
- Avoid the following:
  - to learn, know, understand
  - to appreciate, enjoy, think
Bloom’s Taxonomy

- Knowledge    - define, list, state, recognize
- Comprehension - explain, interpret, discuss
- Application   - Solve, apply
Bloom’s Taxonomy (cont.)

- Analysis - Differentiate, distinguish, compare, contrast
- Synthesis - Construct, build, design, manage
- Evaluate - Appraise, judge
Case Goals

- Present a realistic simulation where a problem needs to be solved
  - Choose a typical problem relevant to learners’ interests
  - Learners need to feel this case could happen to them in future
  - Create anticipation
  - Write Ill-formed problem
Case Format

- Progressive disclosure of information “teases” learner to learn more
  - Scene one - give only enough to stimulate consideration of a range of possibilities

- Stimulate the following questions:
  - What do I know about this?
  - What could be causing the problem?
  - What is the first thing I would need to do to solve this problem?
Case Format (cont.)

- Further pages of the case provide more specifics
  - Data is presented in order one would ask for
  - Faculty can choose to withhold data until students ask for it
  - Provide drama and suspense
Case Format (cont.)

- Induce students to reflect on case at specified points by using page breaks
- Or, use page breaks before an action needs to be taken in the case
- Introduce important concepts or learning issues early in case so they can be fully explored
Case Development Criteria

- Case is driven by objectives
- Case integrates concepts across courses and disciplines
- Realistic, common problems are addressed
- Case must be relevant to the learners
- Case starts open and then narrows
- Make it challenging (aim high)
Case Development Process (cont.)

- Develop scene 1
  - Character and environmental development
  - First recognition of the problem
  - First observations/set of data

- Develop scene 2
  - Protagonist investigates (takes initial action)
  - More data
End of session 1

- Solution still not clear - may still have multiple hypotheses
- Investigation is in progress (data still not available)
- Add some suspense (spice)
Case Development Process (cont.)

- **Next session**
  - Realistic progression of events (cases vary from this point on)
  - Data requested in first session starts to come in
  - Begin to manage the problem

- **Third session**
  - Problem narrows, response to previous intervention(s) gives new direction
Case Development Process (cont.)

- Epilogue - Resolution of case - sense of closure
- Have case draft peer reviewed
  - Content validity
  - Progression of case
- Pilot and revise the case
- Add facilitator prompts
- Continually revise cases for relevancy
Acknowledgements

- “Effective Teaching: Problem-based Learning” workshop
  - Allegheny University of the Health Sciences, 1998