

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

Case Development Process (cont.)

■ 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
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