

Teaching with Case Studies

Panelists:

Joyce Totton (School of Nursing and Midwifery)

Stasha Huntingford (Child Studies and Social Work)

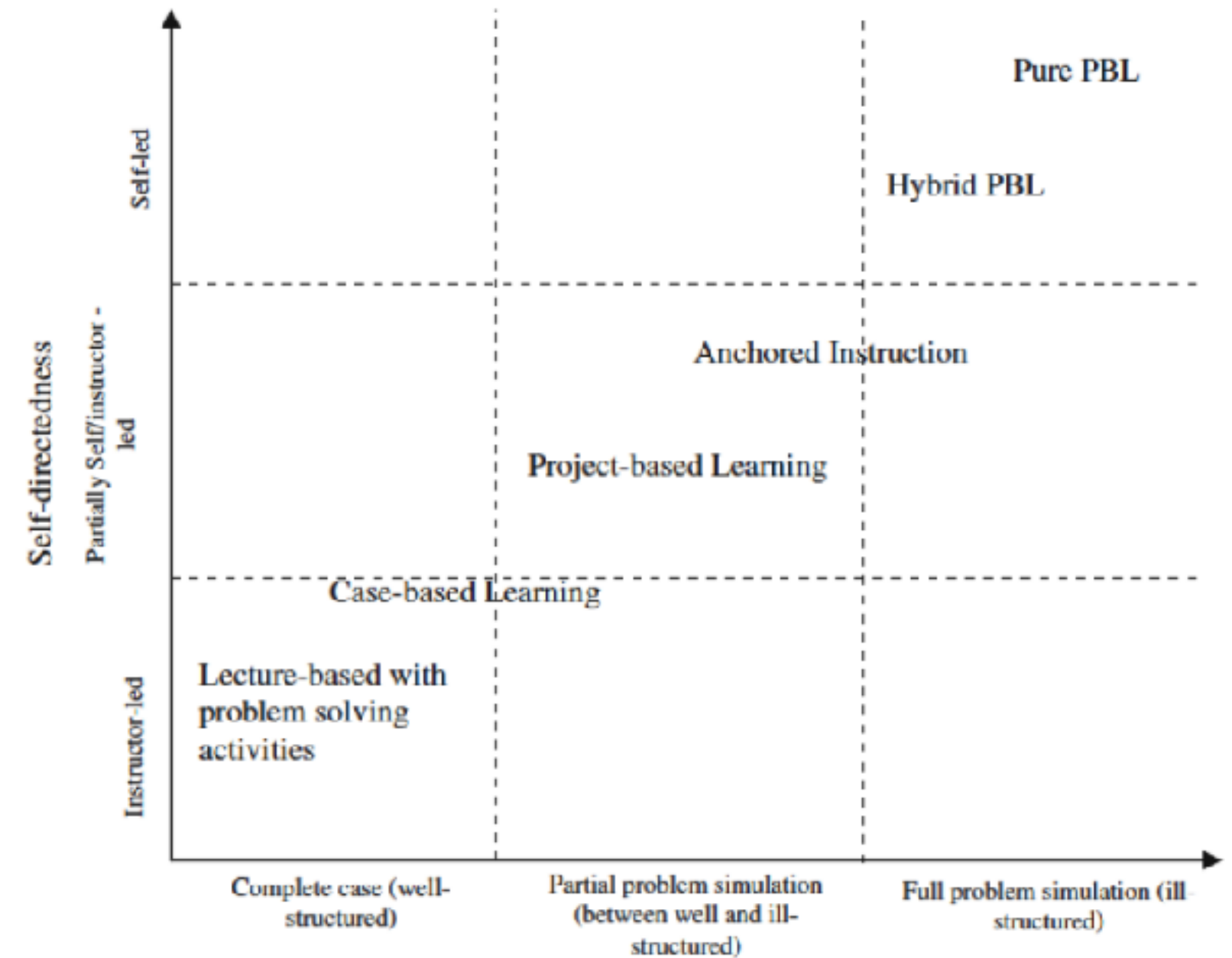
Shelley Rathie (General Management and HR)

Facilitator: Jennifer Boman (Academic Development Centre)

**Please flip to Frame
11 of your Jamboard.
We welcome your
comments,
questions, and
ideas!**

Table 1. Descriptions of six representative approaches to PBL (from Hung, 2011, pg. 535-537)

PBL Type	Description
Pure PBL	Learning initiated by a need to solve a real world, ill structured problem, no lectures
Hybrid PBL	Pure PBL supplemented with a few lectures
Anchored Instruction	Students possess basic content knowledge before engaging in the problem solving activities, which comprise the major portion of the course
Project-based Learning	Learning initiated by lecture or students possess basic content knowledge before engaging in the project; project activities comprise the major portion of the course
Case-based Learning	Learning initiated by lecture, companied with case analysis/study (using solved problem)
Lecture-based with problem solving activities	Learning initiated by and comprised with lectures, accompanied with a few problems for practice at the end of the course



Hung, W. (2011). Theory to reality: A few issues in implementing problem-based learning. *Technology Research and Development*, 59(1), 529–552.

Pharmacotherapy - Case Based Learning

Plan, Prepare, Write, Revise

Learners in this class have:

Learning objectives dictated

Follow a prescribed format

Know what the outcome of the case is "expected"

Normal Childbearing and Healthy Infants - Move towards PBL

Woods (1996a) proposes a four-stage model to PBL implementation that may lead up to a program-wide implementation: *nibble, enrich, develop, extend*

Nibble: first exploration into PBL; what issues might exist; try some aspect related to PBL

Enrich: analyzing the element of PBL already incorporated and deciding what else may be helpful to add to the PBL experience

Develop: Using self-directed, small-group PBL

Extend: Broadening PBL to other situations; may involve more specific assessment-related practices of program-wide implementation

Woods, D. R. (1996a). *Problem-Based Learning: Helping Your Students Gain The Most from PBL*. Hamilton, ON: W L Griffin Printing.

Nibble:

Student creates learning objectives meaningful and relevant to them

The case does not have an expected outcome

The students work as group during the tutorial

Learners evaluate their own learning

Part 1 - Check in	
1000 to 1030	Artichoke Rounds
Part 2 - Tutorial Case	
1030 to 1130	Student Led Presentation of Material
1130 to 1200	Role Play
1200 to 1230	Complete the Initial Prenatal Record from information obtained from Role Play as Class
Part 3 - Prepare for next Class	
1230 to 1250	Create Learning Objectives for Next Week

Tutorial Week 3 Case Study for Student Facilitated Tutorial - Instructor

Discussion Topics:

1. *Explain the weight recommendation guidelines that exist for BMI and weight change in pregnancy. Explain the consequences to care for those with low or high BMI prior weight gain expectations during pregnancy.*
2. *What are the recommendations for nutrition in pregnancy? Do they differ for those who are vegan, vegetarian, or others?*
3. *What are guiding principles around exercise in pregnancy? Make sure to include benefits and risks and biomechanics during the peripartum period.*

Part 1: Check in

Part 2: Tutorial Case

Part 3: Preparation for next tutorial

Topics:

1. **History**
2. **Physical**
3. **Exercise Recommendations in Pregnancy**
4. **Food Safety in Pregnancy**
5. **Folic Acid Recommendations in Pregnancy**
6. **Nutrition in Pregnancy**
7. **Weight Gain in Pregnancy**

Week 3 Tutorial

Please respond to the questions ahead of the tutorial this week to prepare for role play

Topic

Weight Gain in Pregnancy

Explain the weight recommendation guidelines that exist for BMI and weight change in pregnancy. Explain the consequences to care for those with low or high BMI prior to pregnancy or those who do or do not meet the weight gain expectations during pregnancy.

1

Nutrition in Pregnancy

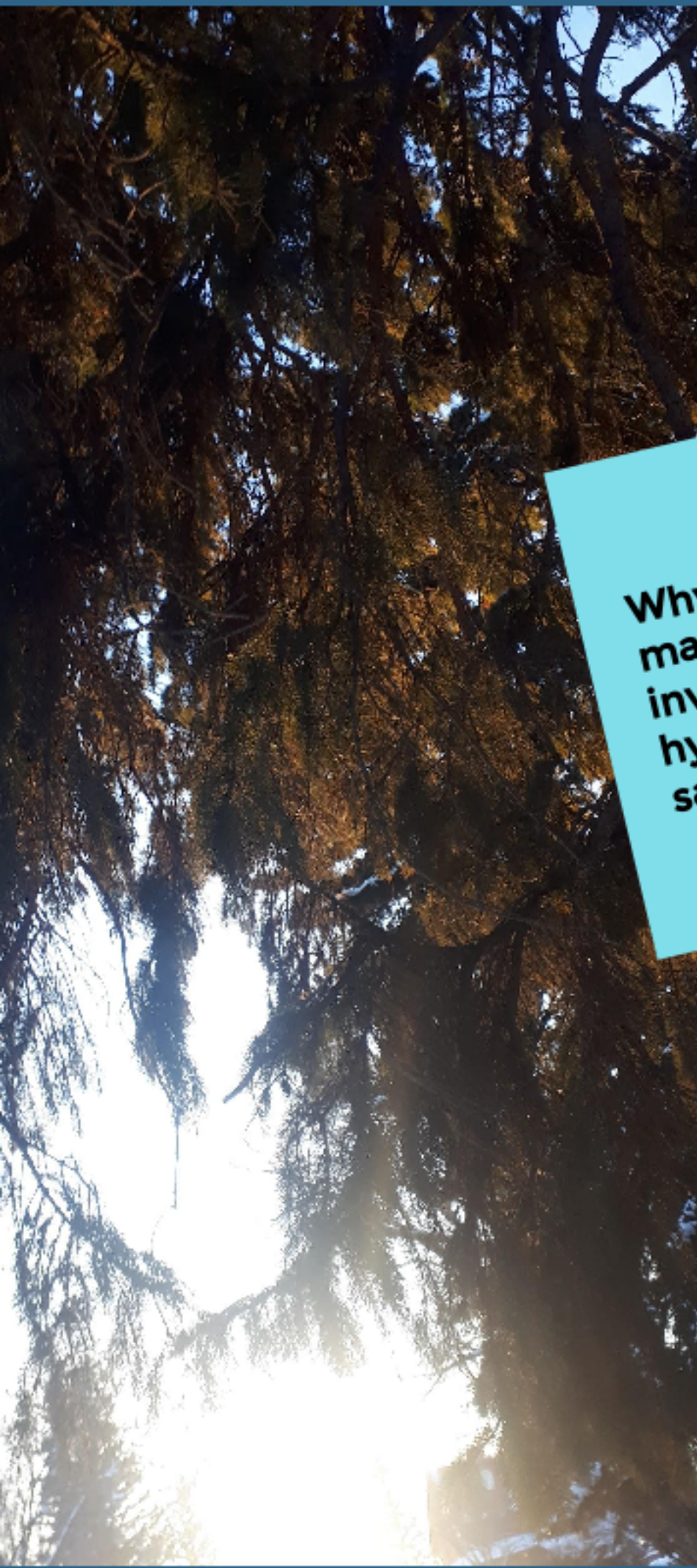
What are the recommendations for nutrition in pregnancy? Do they differ for those who are vegan, vegetarian, or others? Are there foods one should avoid?

1

Exercise in Pregnancy

What are guiding principles around exercise in pregnancy? Make sure to include benefits and risks and biomechanics during the peripartum period.

1



White supremacy within social work education “distorts, erases, excludes, stigmatizes, stereotypes, renders invisible, impotent, or makes [BIPOC] hypervisible while Whites are depicted as noble, brave, innocent, and establishes rationale for the current order” (King, 2017, p. 96 as cited in Ortega-Williams, & McLane-Davison, 2021, p. 569).

Why is it possible to make people invisible and hyper-visible at the same time?

As creators of case studies how can we examine how our privilege influences how we define 'success'?

“Marsiglia and Kulis (2009), meanwhile, highlight how problematic and ineffective neutral social service programs are and suggest that many agencies assume and impose heteronormative middle class values and simultaneously overlook and deemphasize the cultural and social strengths among groups who continue to face marginalization and systematic oppression” (as cited in Del-Villar, 2021, p. 646).



“In the review of literature on simulation by Logie et al. (2013) and Kourgiantakis et al. (2020), attentions to ‘culture and diversity’ are presented as an addition, separated from case scenario, distinct from what is necessary to know as the actors perform this depiction of need, as something that can be applied to case examples as if it is possible to dislocate these issue from social, historical, political contexts of injustice and identity. Theory is described without analyses of racism, sexism, cisheteropatriarchy, ablism, sanism and class” (Joseph, 2021, p. 1413).

“In educating social work students, we* train them to undo racist socialization beginning with unearthing the stereotypes that block one from seeing assets and strengths. BIPOC cultural norms that have been marginalized, vilified or co-opted can be reclaimed as strengths fueling community survival, resistance to annihilation, and ability to create futures that we deserve (Bent-Goodley et al., 2017; McGee & Stovall, 2015; Richards, 1994)” (as cited in Ortega-Williams, & McLane-Davison, 2021, p. 579).

What is missing when we leave out context such as the health impacts of racism?

What beliefs block people with privilege from seeing strengths in people with less privilege?

Case Studies in the Business School

Cases allow students to:

- experience, and problem-solve, real business problems
- experience the downstream results of various solutions

Business cases are written so that students can apply business models, frameworks, theories...and duplicate the process regardless of the details of the case.

Sample business frameworks:

- SWOT, PESTLE, Porter's 5 Forces, Pyramid of Social Responsibility, VRIO, decision making, strategic planning, etc.

Sample human resources frameworks:

- Kotter's 8 Steps to Change, ADKAR Change Management Model, Strategic Compensation Framework, McKinsey's 7 S Framework, Stakeholder Analysis, Performance Management Framework, etc.



Stories make us remember; case studies are just a form of story

<https://docs.google.com/document/d/1LqvKc4guDODMn0-br9p7exeCBYPRBwBsjQc4kw5FK20/edit#heading=h.m0z3udeau4m8>

Case Study Links:

Joyce -

https://docs.google.com/document/d/1wjtN7stXAa33-BxM4b4TdbsauCimv9wnsaaDD6_LqSw/edit?usp=sharing

Stasha -

<https://docs.google.com/document/d/1xhGn9jsdNYFfhxalz9eoQ5uQsWw4QwYx/edit?usp=sharing&oid=109238786105428506984&rtpof=true&sd=true>

Shelley -

<https://docs.google.com/document/d/1LqvKc4guDODMn0-br9p7exeCBYPRBwBsjQc4kw5FK20/edit#heading=h.m0z3udeau4m8>

Questions, Comments, and Ideas

Please use the sticky note function (4th icon on the left menu) to share questions or comments.

What happens for those students who don't read the assigned reading prior to class?

how do case studies work with larger classes (>50-60 students)?

With larger groups, the large group can be broken into smaller groups, even in the same room. On line, they can be broken down into breakout rooms

What is the step by step process you go through?

What does the final result look like?

What year of students do you do case studies with?

Does it take a really long time to grade these assessments?

Are there any particular pedagogical tools that one can use to provoke "unlearning" through the case studies approach?

Maybe a dumb question...how do we copy and paste the links on slide 10?

Any suggestions on how to create case studies that reflect the context without strengthening existing bias?

Stoten DW. Practical Heutagogy. Promoting personalized learning in management education. Adult Learning. 2021:31(4)

If you click on the text, a box comes up with 3 dots in the upper corner of the top right hand corner of the box. Click on these three dots and click edit and you can copy and paste.

