The Needs of Children in Disasters

2008 NDMS Training Summit

WORKING THROUGH THE CASE

Problem-Based Learning Methodology

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CASE WESTERN RESERVE UNIVERSITY EST. 1826

SMALL GROUP WORK

- From a group of strangers to a high performance team
  - Two important questions to ask yourself throughout this training program are:
    - How well am I / are we listening to and learning from one another in this group?
    - Are we building on each other's ideas?

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THE APPROACH

- Short Didactic Presentations
- Small Group Case Discussion
- Problem Based Learning Process (PBL)

Origin of PBL:

In Medical Education, “stuff and regurgitate” didn't work on clinical rounds.

An alternative was developed at the McMaster University School of Medicine in Canada

Researchers Asked:

How does an expert clinician really think
about medical problems?

How can we prepare others to do that
kind of thinking?

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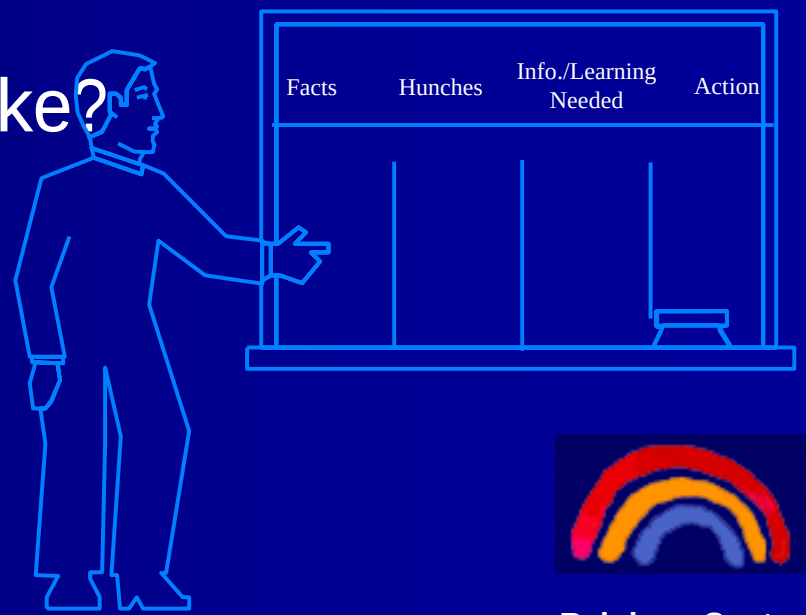
PROBLEM-BASED LEARNING

- What do we already know (**FACTS**)?
- What ideas about probable causes or facts (**HUNCHES**)?
- What **INFORMATION and LEARNING** do we need?
- What **ACTION**s might we take?



***Adapted from a format developed by medical educators at McMaster University**

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PROBLEM: Upon arrival to a disaster setting, you learn that child mortality is high and rising.

Facts	Hunches	Info Needed	Possible Action
Mortality rising	Sanitation issue	Current local practices re. sanitation?	Sanitation education Develop improved sanitation procedures with help of community members
	Water problem	Current and likely quantity and quality of water supply?	Implement best & most achievable strategies to purify water

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Above all, instilling habits of mind

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Powerful problem solvers hold these four aspects of the problem in mind

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Problem Solving Guidelines

- Wild guesses are OK
- Identify what you don't know
- OK to disagree with each other
- Take as much responsibility for the process as you feel comfortable with
- Reach for consensus about what goes up and what gets changed

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Well Structured Problems

- All information is present
- No need for inquiry
- Problem is static
- One right way
- Know when it's solved

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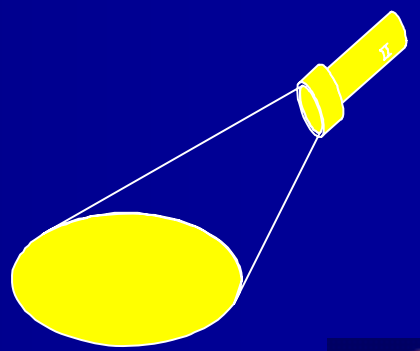
Ill-Structured Problems

- All information not available
- More information needed - Must inquire
- Problem changes
- No rules for inquiry
- Never completely solved



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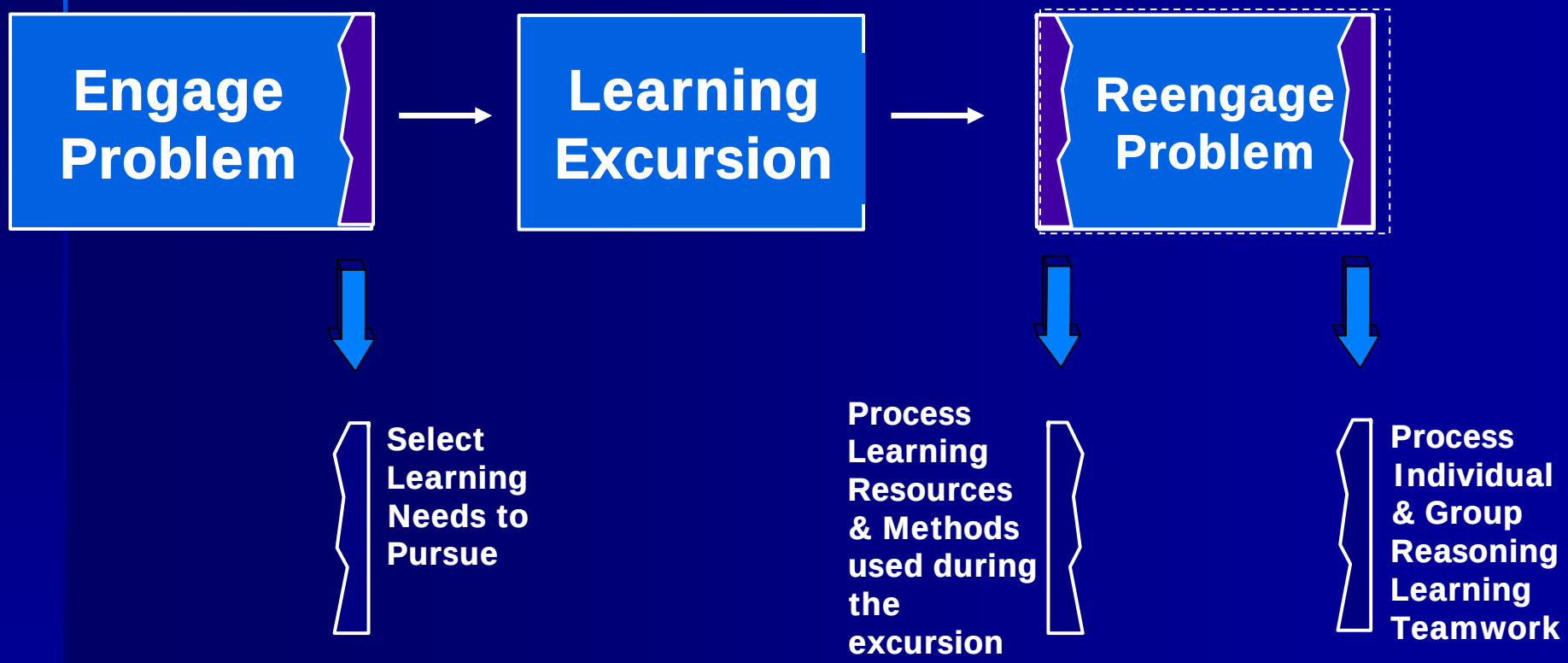
Small Group Learning*

for Continuous Improvement



*Based on a model developed by medical educators at McMaster University as part of "problem-based learning."

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