



The Needs of Children In Disasters Public Health Workforce Training for Ohio

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WORKING THROUGH THE CASE Using Problem-Based Learning Methodology

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**Rainbow Center
For
Global Childhealth**



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

followed by

- * Small Group Discussion of Related Segments of an Extended Case

The process we will use: PROBLEM-BASED LEARNING (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?

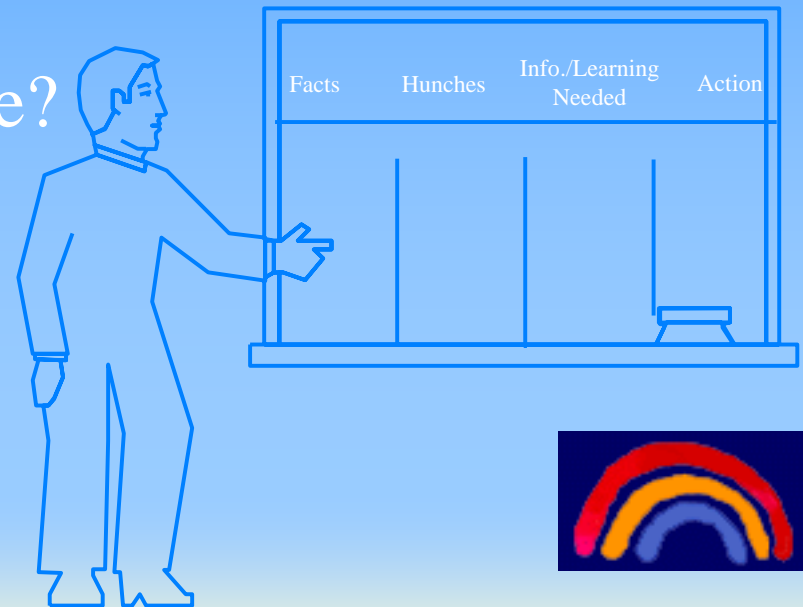


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PROBLEM-BASED LEARNING

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

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



PROBLEM: Upon arrival in a refugee camp, you learn that child mortality is high and rising.

Facts	Hunches	Information Needed Learning Needed	Possible Action
Mortality rising	<p>Sanitation issue</p> <p>Water problem</p> <p>Combination of the two</p>	<p>Current locale practices re. sanitation?</p> <p>Current and likely quantity and quality of water supply?</p>	<p>Sanitation education</p> <p>Develop improved sanitation procedures and/or system with help of community members</p> <p>Implement best & most achievable strategies to purify water</p> <p>Implement all of the above</p>



Above all, instilling habits of mind.

That doesn't look like a fact to me.



Let's consider that a hunch till we talk with the people in marketing.



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



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





Demonstration

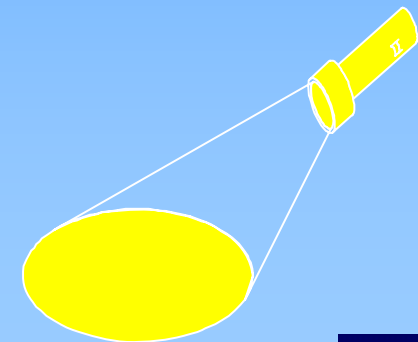
Well Structured Problems

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



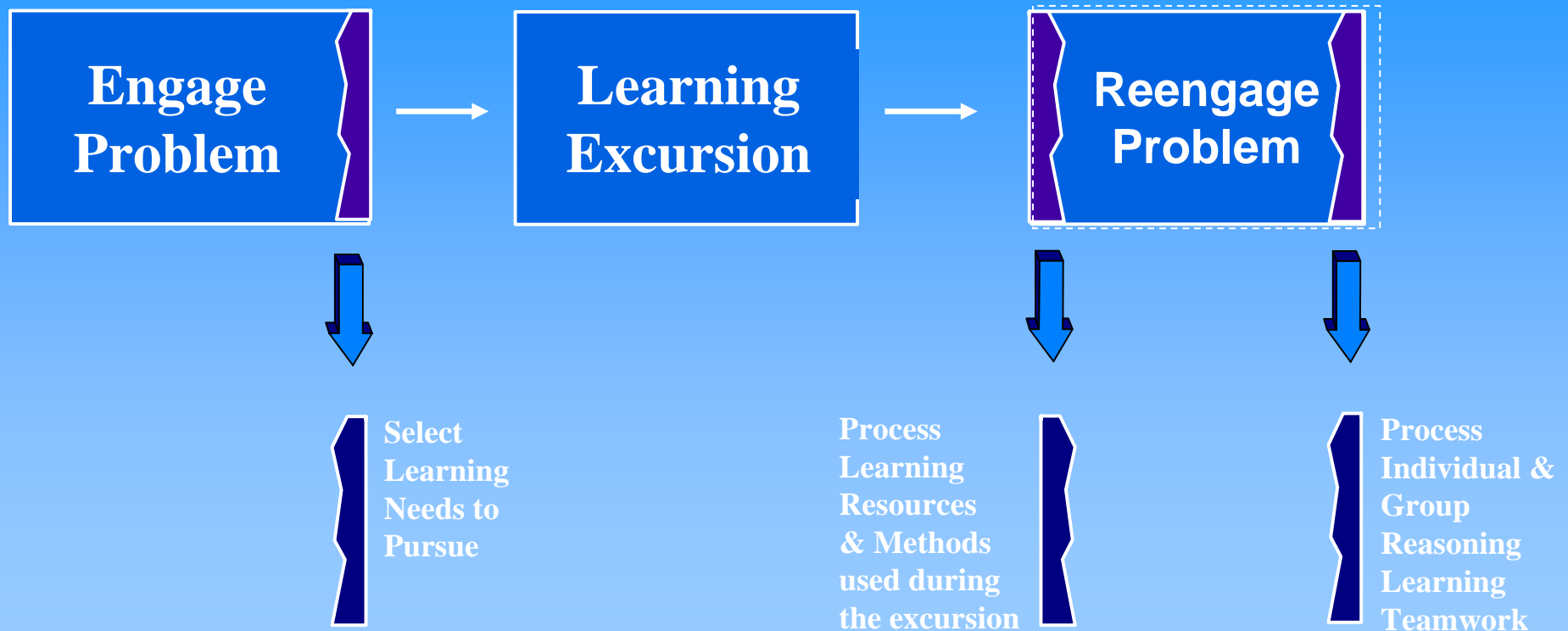
ILL-Structured Problems

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



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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