





# Small Group Work

- You will start your work as a group of strangers.
- You should seek to become a high performance team.
  - Keep asking 2 questions:
    - How well are we listening to and learning from one another?
    - Are we building on each other's ideas?

# The Approach:

- \* Short Didactic Presentations
- \* Small Group Case Discussions

Employing “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 healthcare professionals and others to do that kind of thinking?

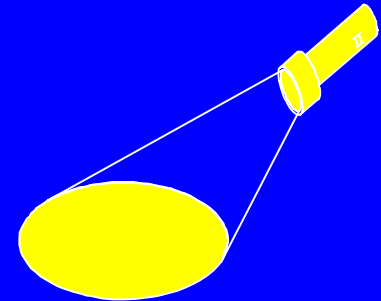
# Well Structured Problems

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



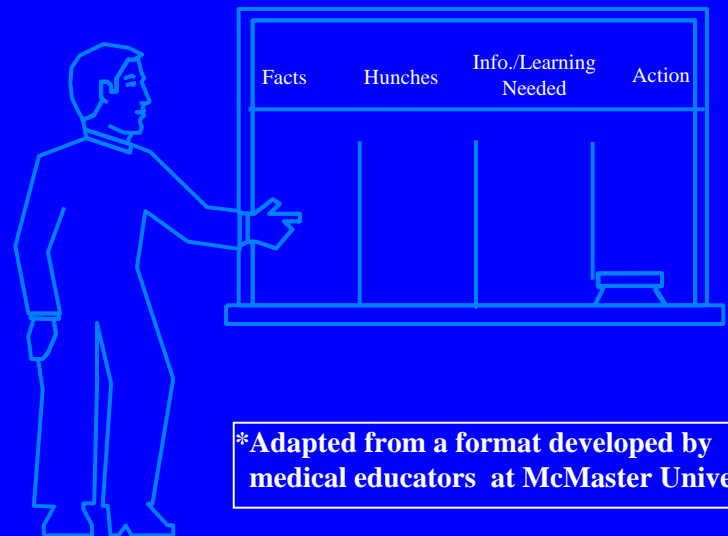
# ILL-Structured Problems

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



# PROBLEM-BASED LEARNING

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



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

# 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



**PROBLEM:** Upon arrival at a disaster site, you learn that many people have been injured, including a number of children. What are your priorities?

<p><b>Facts</b></p>	<p><b>Hunches</b></p>	<p><b>Information Needed Learning Needed</b></p>	<p><b>Possible Action</b></p>
<ul style="list-style-type: none"> <li>▪ Many people have been injured, including a number of children</li> <li>• The number of injured and the severity of their injuries is not immediately apparent</li> </ul>	<ul style="list-style-type: none"> <li>• Triage might be needed</li> <li>• Efforts to set this up might already be underway</li> <li>• Leadership may already be emerging</li> <li>• There are probably others with skills to contribute</li> <li>• Information about the special needs of children might be appreciated</li> </ul>	<ul style="list-style-type: none"> <li>• What’s going on, already?</li> <li>• Has any kind of leadership begun to emerge?</li> <li>• Are there others there who have skills and/ or experience they are contributing or could contribute?</li> <li>• What information about the special needs of children might be most helpful here?</li> <li>• How can I contribute that in a way that would be welcomed?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out what is going on and what help is most needed.</li> <li>• Attempt to determine if there is a match between your knowledge, experience and skills and those priorities.</li> </ul>



# 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.



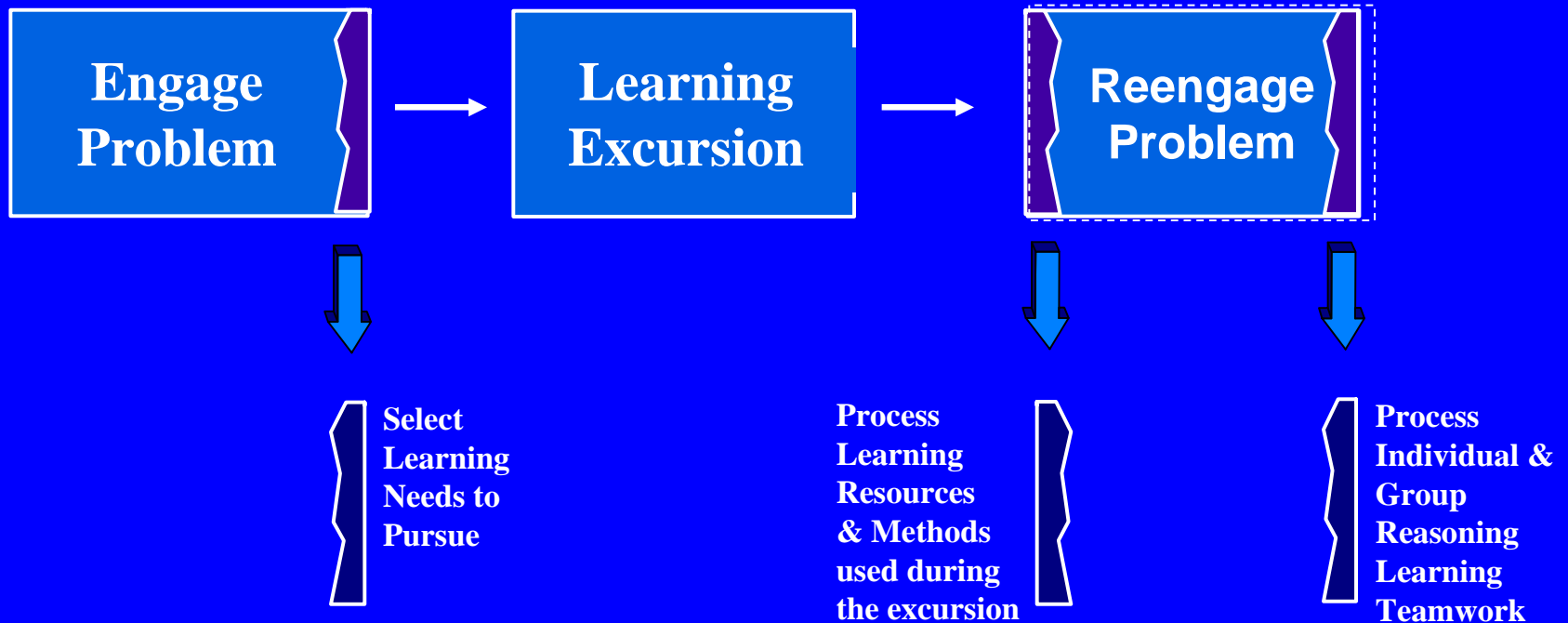
Rainbow Center  
For  
Global Childhealth

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



# Small Group Learning\*

for Continuous Improvement



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



# Objectives for the first case discussion:

1. Participate actively and collaboratively as a member of an interdisciplinary team
2. Implement a systematic process of team problem solving.
3. Demonstrate ability to listen carefully and actively
4. Take responsibility for fostering balanced participation of all team members
5. Identify key elements of personal preparedness for working in a disaster setting