

**The Special Needs of Children
In Disasters**
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WORKING THROUGH THE CASE
Using Problem-Based Learning Methodology

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This course simulates the work of a disaster team.

Key Questions:

- **How to be an effective member of a small group that needs and wants to be a high performance team?**
- **What tends to help a group strangers evolve into a high performance team?**
 - Two important questions to ask yourself throughout this training and when working in a disaster are:
 - **How well am I (all on this team) listening to and learning from one another?**
 - **Are we building on each other's ideas?**

Learning Methodology

- * Short Didactic Presentations
- * Small Group Discussion About Segments of the Case
- * A process which helps us to rapidly identify the information we have, the information and learning we need, reasonable hunches and possible action: “PROBLEM-BASED LEARNING (PBL)”

PBL:

- Used in innovative medical and nursing schools here and abroad.
- Since “stuff and regurgitate” didn't work on clinical rounds,

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

Researchers, there, asked:

How does an expert clinician really think about medical problems?

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



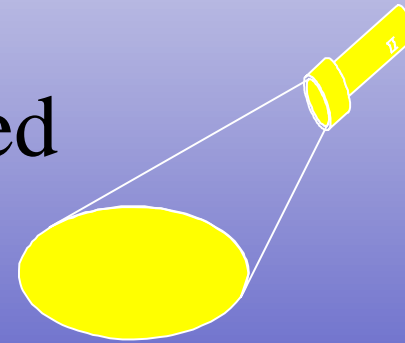
Well Structured Problems

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



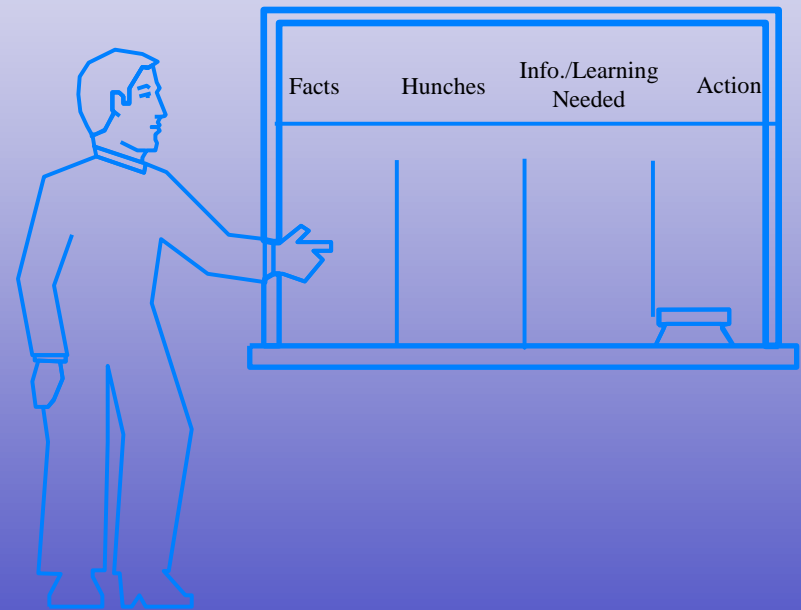
ILL-Structured Problems

- 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 – the **FACTS**?
- What ideas about probable causes of 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

Facts

- Help us generate hunches to explore
- May suggest other facts we wish we had (to be noted in “Information Needed)
- May help us confirm some of our hunches
- May help us rule other hunches out
- If we don’t have consensus that something is a fact, we need to call it a hunch and gather additional information

Hunches

- Usually suggest possible causes of a problem
- Sometimes describe facts we are not sure of
- Identifying hunches makes it possible for group members to surface and share the underlying assumptions that are shaping their unique view of things
- It is important to keep sounding for unexpressed hunches

Information/Learning Needed

- A place to identify information we need
 - to confirm a hunch or rule it out
- A place to identify what we need to learn to identify more facts, hunches, possible actions
- High performing teams are very good at this
 - comfortable identifying what they don't know
- Low performing teams tend to neglect these things

Possible Action

- What we might do if a hunch is confirmed
- A place to list alternatives
- An “unsupported” intuition about what to do may suggest one or more new hunches or guide a search for useful information
- Work in this column usually needs to be followed by more detailed planning

Problem Solving Guidelines

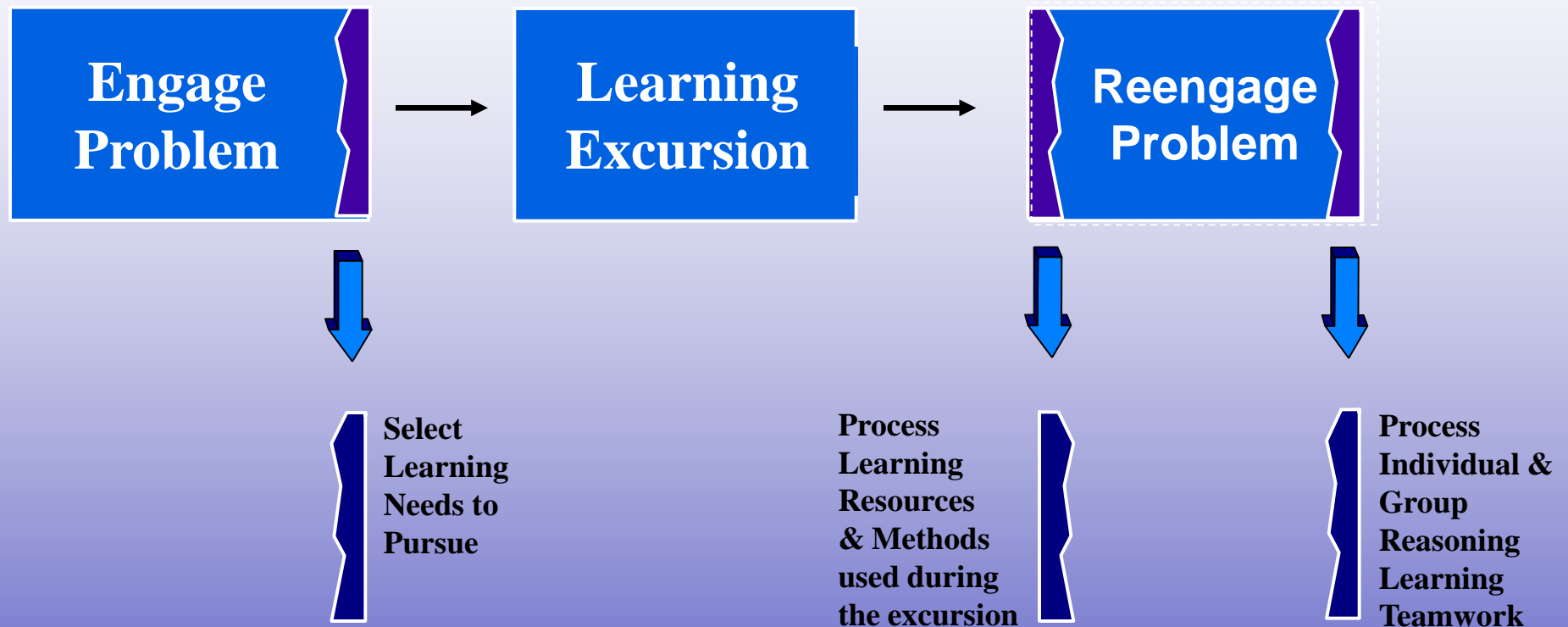
- Wild guesses are OK
- Identify what you don't know
- OK to disagree with each other
- Take as much responsibility for the process as you feel comfortable with
- Reach for consensus about what goes up and what gets changed

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

Facts	Hunches	Information Needed Learning Needed	Possible Action
<ul style="list-style-type: none"> • Child mortality is rising 	<ul style="list-style-type: none"> • Sanitation issue • Water problem • Combination of the two 	<ul style="list-style-type: none"> • Current practices in camp re sanitation? • Current and likely quantity and quality of water supply? 	<ul style="list-style-type: none"> • Sanitation education • Develop improved sanitation procedures and/or system with help of community members • Implement best & most achievable strategies to purify water • Implement all of the above

Small Group Learning*

for Continuous Improvement



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

Above all, instilling habits of mind.



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

