# Case Analysis – Lindsey Jenkins

## Key Stakeholders

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Primary Concerns</th>
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<tbody>
<tr>
<td>ID</td>
<td>Lindsey Jenkins, Faculty Designer at Brooks Health Science Center School of Nursing (SON)</td>
<td>Hired to help redesign online courses to improve students’ critical thinking skills. Wants to develop a case-based learning curriculum that utilizes student collaboration; possibly a wiki.</td>
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<td>Client</td>
<td>Dr. Barbara Miller, Associate Dean of Academic Affairs at SON</td>
<td>Past 3 years the students’ scores on the NCLEX have dropped, especially in the area of physiological adaptation. NCLEX is currently shifting focus to assessing critical thinking skills as well as the accreditation of SON and the Health Science Center. Need for curriculum redesign to focus on enhancing students’ critical thinking skills. Hoping that the evaluation of the pilot courses will help with the adoption of case-based learning.</td>
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<td>SME</td>
<td>Dr. Gina Smith, Professor for Acute and Chronic I course</td>
<td>Evaluation results indicate that Dr. Smith is not doing well in encouraging class interaction, stimulating student interest in the subject matter and student responsiveness. Would like to incorporate more case studies for her class, but she doesn’t have time to write them. She feels that class size is an issue when conducting class discussions.</td>
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<td>SME</td>
<td>Dr. David Cunningham, Professor for Acute and Chronic II course</td>
<td>Evaluation results indicate that Dr. Cunningham is also not doing well in encouraging class interaction, stimulating student interest in the subject matter, and student responsiveness though his results are a little higher than Dr. Smith’s.</td>
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<td>Partner</td>
<td>Jason Huang, instructional technology specialist</td>
<td>Provides technical support but finds it hard to stay on top of things. Is not able to support technology from various free sources such as a wiki.</td>
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<td>Audience</td>
<td>Junior and Senior undergraduate students attending SON</td>
<td>Students feel there is not enough support, they are not taught how to apply what they learned, and they don’t feel prepared for the board exams.</td>
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Instruction Design Challenges

The two main design challenges Lindsey faces are with design and evaluation. In the design phase the goals, tools, content, lesson plans and media selections are made (Kurt, 2017). The Evaluation phase is where the testing plans are completed for formative and Summative assessments (Kurt, 2017).

Evaluate

Since the goal of the curriculum redesign is to improve students’ scores on the NCLEX exams, Lindsey will need to develop an evaluation plan that can assess how students are doing with the case studies. She will need to be able to measure student learning as it pertains to critical thinking skills. The evaluation needs to be developed so that a professor can assess a large class. The pilot program must also be evaluated to determine whether or not this can be implemented in other courses in SON.

Design

Currently, the courses consist of readings, PowerPoint and narrated slide by the professors. The materials that Lindsey reviewed does not lead the critical thinking on the part of the students. Lindsey will need to design curriculum for case-based learning for Gina’s and David’s classes. She will need to work with them to create the case studies to use. She will also needs to incorporate a means for students to collaborate on the case studies. Lindsey wants to use a wiki for the class discussions and group work which would probably be a free service external to the university. Jason does not feel he can support software that is outside of the university. Finally, the course needs to be designed so that the professors can use it in courses with 120+ students.

Case Specific Issues

David has concerns about using case-based learning in his course. He feels he has too much material to cover. He also feel it would be difficult for students to discuss the cases in an online environment. Lindsey has a pretty short timeframe in which to design, develop and implement a case-based pilot program for these two classes. Lindsey has been given this task during the middle of the
spring semester. The pilot program is to begin in the next spring session which gives Lindsey less than a year to design the pilot program for both classes.

Priorities

1. Design the evaluation.

   The client, Dr. Barbara Miller, has emphasized how important the evaluations are for this pilot program which makes this the first task Lindsey should tackle. The evaluation will consist of formative as well as summative assessments. They will need to gauge student performance as well as student engagement.

2. Create the case-studies.

   Knowing what the case studies will be about will determine how the class is set up, what discussion questions should be asked, and how to assess the student learning. Lindsey needs to work closely with Gina and David to get their feedback, meet the tight schedule and, hopefully, get their seal of approval.

3. Determine a collaboration method.

   Lindsey needs to work with Jason to determine what tool to use for online discussions and collaboration.

Reflection on Readings and Experiences

In addition to the reading assignments Team 2 put together, I did a lot of research on the topic of case-based learning and using wikis for education. I really began to understand the goal of case-based learning. It gave me insight into everything that we’re doing in this class. The case studies we are reviewing provides us with the opportunity to problem-solve and then to decide a course of action. According to Simpson & Courtney (n.d.), “an important step in problem solving and decision making is the need to utilize critical thinking abilities to reframe a problem or situation” (p. 12). Not only is Lindsey trying to improve the students’ critical thinking skills, this class is trying to do that as well for the
students. I think why I’m struggling is because, according to Lunney, Frederickson, Spark & McDuffie (n.d.), prior knowledge is required in order to successfully apply critical thinking (p. 86). I don’t have a lot of experience to fall back on in this course which is making it a little difficult to know what the solutions should be.

**Recommendation #1**

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<th>Recommendation</th>
<th>Pros</th>
<th>Cons</th>
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| 1. Lindsey needs to first decide how to evaluate students’ learning after completing each case study so that they meet the standards of the NCLEX exam. She also needs to work with the client, Dr. Barbara Miller, to determine what criteria will be used to determine if the pilot programs are successful. | • Aligning the assessments to the NCLEX board exams will better prepare students to pass the exam.  
• This will raise the SON’s percentile and allow them to meet the requirements of the accreditation board.  
• By setting the criteria to determine the success of the pilot program, Lindsey has clear goals set up for her to meet.  
• Since the assessments have determine, Lindsey can research case studies that meet the requirements for the assessments.  
• Using pre-written case studies for Acute and Chronic I and II course means that Gina and David won’t have to spend a lot of their time writing case studies.  
• By using the current course management system, Jason does not have to worry about maintaining an external application. | • If Lindsey is not familiar with the current NCLEX exams, she will need to spend time reviewing the types of questions that are on the exam.  
• Lindsey is trying to meet a goal set by the client but needs Gina and David’s help to succeed. This could be a problem if she cannot get their full cooperation.  
• It may be hard to find case studies that are the perfect “fit” and still get Gina and David’s approval.  
• Lindsey seems to think that a wiki is the tool to use and may not be willing to try another method. |
| 2. Lindsey needs to locate pre-written case studies to use for the Acute and Chronic I and II courses, plan how to present the content, and apply the evaluation plan to the case studies. |  |  |
| 3. She needs to work with Jason to see if the current course management system offers a wiki application that can be used. If not, she should plan on using the discussion board in the current system. |  |  |

**Recommendation #2**

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| 1. Unchanged  
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<th><strong>Case Study Development</strong></th>
<th><strong>Wiki Software Selection</strong></th>
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<tr>
<td>Lindsey needs to work with the client, Dr. Barbara Miller, to determine what criteria will be used to determine if the pilot programs are successful.</td>
<td>This will raise the SON’s percentile and allow them to meet the requirements of the accreditation board. By setting the criteria to determine the success of the pilot program, Lindsey has clear goals set up for her to meet. Using Gina’s and David’s experience to write case studies provides Lindsey the information she needs to develop evaluation around the case study. Since the case studies are from personal experience, Gina and David will be able to present the case studies to the class with deep understanding and authority. Locating the wiki software she wants to use prevents Jason from having to spend his extremely busy time looking for the solution.</td>
<td>Lindsey is trying to meet a goal set by the client but needs Gina and David’s help to succeed. This could be a problem if she cannot get their full cooperation. Lindsey may run into issue with Gina and David having time to discuss case studies. She might also meet with some resistance from David. Jason may not approve the software she has chosen.</td>
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### Final Recommendation

**For this case study, my final recommendation is #1.**

Currently, the students are not learning what they need to pass the NCLEX exam using the current teaching methods. Lindsey needs to start with the end in mind. She needs to become familiar with the exam format and evaluation methods used. She needs to perform an inquiry to determine what areas previous students had trouble with, so those issues can be addressed through the course curriculum.

Working with Dr. Miller, the criteria for success can be determined. The school’s Physiological Adaptation percentile has dropped over the last 3 years; 53%, 50% and 45%. A goal could be to increase the percentage by 5% in the first year, 10% in the second year and another 10% in the third year which would get the school back up the 70% that they were at traditionally.
Since Lindsey’s performance goals depend on the cooperation of Gina and David, she will need to work closely with them to make sure they are provided opportunities for input on the pilot program for their classes. When selecting pre-written case studies, she needs to show them that this will save them a lot of time when putting together the course content as opposed to developing their own case studies. She needs to work with them to guide them in the process of teaching with case studies. She can explain that case-based learning helps develop critical thinking and promotes active learning (Dubey & Dubey, 2017, p. 1).

To promote active learning, it’s important to select the correct tools which include online discussions, group assignments, debates, reflection, simulation, and problem-based learning (Morrison, 2013; Madick, n.d.). The issue with using these tools comes down to how to assess the student. Assessments methods for case-based learning include performance tests, portfolio assessments, case-based exam, presentation, simulation, role-playing, concept mapping or project reports (Yates et al., pp. 3-4). These methods strive to encourage a collaborative learning process, assess skills required by learners for “real world” application, involves students in peer feedback and assessments which create a culture of trust and openness (Russell, Elton, Swinglehurst & Greenhalgh, 2006, p. 469).

Lindsey needs to work within the confines of what the university currently has available for instructional technology. The case studies can be done through the boards where the institution can monitor them. Students and instructors are already using discussion boards, so they will not have to learn a new technology, and this will prevent additional work for Jason.
References:


Lunney, M., Frederickson, K., Spark, A., & McDuffie, G. (n.d.). Facilitating critical thinking through online courses. Retrieved from https://pdfs.semanticscholar.org/b34e/3c874a97a1e26a2a0579451fb7e7d5e93ccf.pdf


