



"Case Study Analysis: Perception of Undergraduate Nursing Students as Teaching Strategy."



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INTRODUCTION:

* Case study analysis engage the students with the course content through active learning strategy with shared responsibility for developing a collaborative learning experience which enhance student's problem-solving skills, social skills, critical thinking, communication and teamwork.

OBJECTIVE:

* Students perception on Case study analysis as a method of teaching in enhancing their knowledge, critical thinking and problem-solving ability, communication, collaboration, and teamwork.



METHODOLOGY:

* Qualitative research design with focus groups discussion. Each group consists of 6 students and the group got different case studies to analyze and work on.



DATA ANALYSIS:

* The data were analyzed systematically and thematically after the verbatim transcription of the group discussion audio recordings



* Students verbalized that they found the case study analysis as a great methodology to learn the disease conditions. It enhanced their critical thinking ability.

*Case studies are practical, real life situations which enhanced the knowledge and problem-solving skills as they critically analyze the situation.

*Students also expressed their views of case study analysis as a strategy for teaching method, which improved their communication and teamwork.

*Facilitated personal involvement which provoked into relevant discussion.

Themes Emerged

* As case studies are realistic scenario students felt they have used relevant intellectual skills and appropriate facts to analyze successfully the scenario and recommend some course of action.

* Students felt this method of teaching reduces the gap between theory and practice.

"I could perform well in exams as this method enhanced my understanding about the content rather than memorizing".

"when I was caring with the women in antenatal, I could understand the condition better and could plan her care well".

"this method increased my ability to think critically as the cases are like real situations".

"as it was done in a way of group discussion, we could do more learn from each other and the skill improved as we progressed to analyze the case study".



Reference:

Popil, I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse Education Today*, 31(2), 204-207.
Clarke, J. (2010). Student centered teaching methods in a Chinese setting. *Nurse Education Today*, 30(1), 15-19.

Conclusion:

This pedagogical approach enhanced student's problem solving, critical thinking skills as well as communication and teamwork capabilities, which is very much essential as future nurses.