Purpose:
Understand the student perception on Case study analysis as a method of teaching in enhancing their knowledge, critical thinking and problem solving ability, communication, collaboration, and teamwork.

Methods:
Qualitative research design with multiple focus groups discussion was used as a design. The study was conducted among Nursing students, who is registered the Maternal Health Nursing Theory course and Child Health Theory Course in the College of Nursing, Sultan Qaboos University during Spring 2018. The researcher used purposive sampling technique to ensure that all the participants chosen were capable of actively participating and discussing their views in the focus group discussions. The proposal was submitted to the Research and Ethics Committee in the College of Nursing for research and ethical approval. The participants were informed about the study purpose in detail, those who are ready to participate were asked to sign an informed written consent. The discussion was voice recorded with the consent of the students. The data were analyzed after the verbatim transcription of the group discussion audio recording. Thematic statements were isolated then compared and discussed in depth by the researchers until consensus emerged.

Results:
Students verbalized that they found the case study analysis as a great methodology to learn the disease conditions. It enhanced their critical thinking ability. One student mentioned that “the method of teaching increased my ability to think critically as the cases are the situations, where we need to think to solve the situation”. The same way another student said “they could relate with the condition they have seen in the clinical area, so this has given me a chance to recall the condition and related with the theory to practice”. Students also expressed their views of case study analysis as a strategy for teaching method, which improved their communication and collaboration. One of the student mentioned “as it was done in a way of group discussion, we could do more communication with the group to discuss on the condition, learn from each other and the skill improved as they progressing to analyze the case study”.

Sigma’s 30th International Nursing Research Congress
Case Study Analysis: Perception of Undergraduate Nursing Students as Teaching Strategy
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Students also expressed the advantage of such methodology inclusion in the theory
class. One of the student verbalized that “I could able to perform well in the in course
exams as this teaching method enhanced my understanding about the content rather
than memorizing”.
The students felt this method of teaching reduces the gap between theory and practice.
As mentioned by one student “when I was caring with the women in antenatal, I could
understand the condition better and could plan her care well”.

**Conclusion:**
The researchers concluded that the students perceived the case study analyze method
as one of the best method in class room teaching method as it has made them achieve
the role competencies such as critical thinking, problem solving, communicator and
collaborators, which is very much essential as future nurses.

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**Title:**
Case Study Analysis: Perception of Undergraduate Nursing Students as Teaching
Strategy

**Keywords:**
Case Study Analysis, Method of Teaching and Nursing Students

**References:**

Campbell, G. (2013). The single most consequential thing we do in Universities: A case
Study in teaching assessment to new academics. In D.J. Salter (Ed.), cases on quality
teaching practices in higher education. 304-329.

Popil, I. (2011). Promotion of critical thinking by using case studies as teaching

**Abstract Summary:**
To reflect the increasing trend educators are being expected to incorporate different
strategies in their teaching. The researchers concluded that the students perceived the
case study analyze method as one of the best method in class room teaching as it
improved critical thinking and problem solving ability.

**Content Outline:**
**Introduction**
To reflect the increasing trend within higher education towards student-focused teaching
and learning, educators are being expected to incorporate different strategies in their
teaching and testing the strategy for its outcome is very important. This study is
therefore significant in that it will provide pertinent information about the student’s
perception about case study analysis as a teaching learning method as opposed to
other methods already being utilized at the college of nursing. Furthermore, the study is significant because the findings will help educators in the college to adjust their teaching methods to enhance the student’s critical thinking ability and role specific competencies as required by the curriculum.

Case study analysis is a problem based teaching-learning strategy that makes students more engaged in learning and the problem scenario calls for critical and creative thinking. The case study analysis is conducted as a group assignment to evaluate the student’s problem solving skill, social skills, critical thinking, communication and teamwork. This is done to engage the students with the course content via active learning strategy and to engage the students as active partners with shared responsibility for developing a collaborative learning experience. A unique aspect of case studies as illustrated by Clarke (2010) in higher education is its ability to expose students to real-world situations with which students may face later on after graduation. Case studies have also been linked with increased student motivation and interest in the subject (Campbell, 2013) and this has a further potential to encourage critical thinking and lifelong learning which will in the long run have better outcomes for the nursing profession (Popil, 2011; Clarke 2010). Case study analysis is an established problem based teaching-learning strategy that makes students more engaged in learning and fosters critical thinking and lifelong learning. The main justification of this pedagogical approach is its capacity to enhance student’s problem solving skills, social skills, critical thinking, communication and teamwork

**Objective:** Understand the student perception on Case study analysis as a method of teaching in enhancing their knowledge, critical thinking and problem solving ability, communication, collaboration, and teamwork.

**Methods**

Qualitative research design with multiple focus groups discussion was used as a design. The study was conducted among Nursing students, who is registered the Maternal Health Nursing Theory course and Child Health Theory Course in the College of Nursing, Sultan Qaboos University during Spring 2018. The researcher used purposive sampling technique to ensure that all the participants chosen were capable of actively participating and discussing their views in the focus group discussions. The proposal was submitted to the Research and Ethics Committee in the College of Nursing for research and ethical approval. The participants were informed about the study purpose in detail, those who are ready to participate were asked to sign an informed written consent. The discussion was voice recorded with the consent of the students. The data were analyzed after the verbatim transcription of the group discussion audio recording. Thematic statements were isolated then compared and discussed in depth by the researchers until consensus emerged.

**Results**

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**Conclusion**

The researchers concluded that the students perceived the case study analyze method as one of the best method in class room teaching method as it has made them achieve the role competencies such as critical thinking, problem solving, communicator and collaborators, which is very much essential as future nurses.

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