



## **Writing Case Studies for Teaching A&P: Pathophysiology and Physiology**

HAPS Institute Graduate Credit Course  
BI 698 offered in conjunction with Alverno College

2 Credits

# **Syllabus**

### **Instructor:**

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### **Description of this Course:**

This course will provide the scientific and pedagogical background for faculty to design effective teaching case studies for allied health, anatomy and physiology, histology, molecular biology, and pathology courses. Students enrolled in the human sciences typically enter careers fields that require the analytical interpretation of dynamic situations in clinical and research settings. Case studies are stories used as a teaching tool to show the application of a theory or concept to real situations. A particular case study is dependent on the goal it is meant to fulfill. Cases can be fact-driven and deductive where there is a correct answer or they can be context driven where multiple solutions are possible outcomes. A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles of A&P by extracting relevant content needed to resolve the case. . In the most straightforward application, the presentation of the case study establishes a framework for student analysis. A case study provides enough information for the students to figure out solutions and then to identify how to apply those solutions in other similar situations. Instructors may choose to use several cases so that students can identify both the similarities and differences among the cases.

### **Duration of Course:**

11 Weeks: May 15 – July 24

## **Course Objectives:**

This course will provide students with the following learning outcomes. Upon completion of the course, participants will be able to:

1. Describe the pedagogical principles of case study teaching
2. Design a universal template for content-specific case studies
3. Design a rubric for grading case studies in formative and summative assessments
4. Develop multiple content scenarios for each major chapter or concept area of a course
5. Assess and prioritize the key course content being reinforced in case studies
6. Write clear and concise case studies that measure course learning goals and student learning outcomes.
7. Submit one case study as a peer-reviewed publication for the Life Science Teaching Resource Community at <http://www.lifescitrc.org/>.

## **Required Course Materials:**

### **Texts:**

#### **Required:**

*Start With a Story: The Case Method of Teaching College Science*

Clyde Freeman Herreid

NSTA Press Journals Collection

ISBN-13: 978-1933531069

ISBN-10: 1933531061

Available at NSTA Press (National Science Teachers Association) or Amazon books.

At least 6 times during the course we will have synchronous communication via or Skype to review the textbook readings. Currently, the communication will take place Friday afternoon.

## **On-line Course Management System:**

Course materials will be made available via e-mail, Skype, and Google Docs. In order to use Google Docs, I will need you will need a Gmail account.

**Evaluation:**

Participants may earn a total of 100 points in the course, which will be graded on a pass/fail basis, with a "pass" grade requiring 65% of total points. Assignment questions will be assigned after each topic covered. Points will be assigned on the basis of the following criteria:

Completion of background readings and assignments	30
Contribution to on-line asynchronous discussions	30
Final Project – case study	40
	<b>100</b>

All HAPS-I courses follow grading policies on a "credit / no credit" basis. Like many progressive graduate programs, HAPS-I does not use letter grades in our courses. However, a "credit" grade is equivalent to a letter grade of B or better.

A "credit" grade is earned by satisfactorily accomplishing a set of specific goals (at a "B" level or better) as outlined in this course syllabus and in the online course material as determined by the course faculty.

## Course Schedule

<b>Week</b>	<b>Topic and Activities</b>	<b>Materials</b>	
May 15	Philosophy of Case Study Teaching	Book Reading	Section I
May 16	Types of Case Studies	Book Reading	Sections II & III
May 23	Teaching with Cases	Book Reading	Section IV
May 30	Logistics of Case Studies	Book Reading	Sections V & VI
June 12	Problem-Based Learning	Book Reading	Section VII
June 19	Pedagogical Strategies	Book and References	Sections VIII-XV
June 26	Writing a Case Study	Book and References	Section XVI
July 3	Writing a Case Study	Book Reading	Section XVII
July 10	Grading Case Studies	Book Reading	Section XVIII
July 17	Assessing Case Study Quality	Book Reading	Section XIX
July 24	Conclusion	Literature	