

## Case Study Template

### LIFE COURSE PERSPECTIVE

#### Phases of Use

Case studies are descriptions of a real life experience, related to the field of study or training, which are used to make points, raise issues or otherwise enhance the participants' understanding and learning experience.

The following case study template has been developed to assist MCH Training Programs to teach the concept of life course to trainees, faculty, and community partners.

Within this template, there are four recommended phases. This template is written as if paper handouts are being used in a face-to-face class; it could be adapted to develop on-line cases or on-line discussions or for use over several sessions with trainees researching responses between sessions. This could also be developed into PPT slides if needed. Note that the facilitator could be a trainee or a faculty member.

#### 1) PHASE ONE:

- Facilitator provides the first phase of a case study (200-300 words) to the learners.
- A question is posed to the learners: "What other questions would you ask of this family (or about the situation)?"
- Learners contribute questions that are listed for all to see.

#### 2) PHASE TWO:

- Facilitator provides document with responses to expected learner questions with references guiding learners to further information and resources and gives learners a chance to read and discuss.
- A question is posed to the learners: "How would these answers impact on/ be incorporated into the next steps you would take in this situation?"
- Facilitator leads discussion.

#### 3) PHASE THREE:

- Facilitator poses "What if" questions such as:
  - If the child was 9 instead of 12 months, would your approach change? If yes, how?
  - If the family lived in a rural area instead of an urban area, would your approach change? If yes, how?
  - If this is not addressed, how would this impact the future of this individual/community (e.g., life course trajectory)
- Other

#### 4) PHASE FOUR:

- Instructors provide a brief definition of "life course perspective" and "social determinants of health" then briefly describes how this case illustrates elements of both
- A question is posed to the participants for group discussion: "How will what you have learned through this case study discussion impact on your work

with children, families, and or communities?"

- Facilitator leads then closes discussion, and may follow with an additional document that provides examples of how learners may apply this to work with children and families.

#### Cultural and Linguistic Competency

Please consider these questions your life course case study preparation:

- Have I considered how 'family' is defined?
- Have I considered how I will assure effective communication with children or family members with limited English proficiency, low health literacy, or sensory or intellectual disabilities?
- What if multiple generations of the family are involved in the consultation, assessment, or treatment decisions?
- What if family and community cultural and religious beliefs about typical development or the role of medicine/health care in addressing disabilities and chronic illnesses were very different from mine?

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