

Is This Normal for Someone My Age?: Instructor Guide

Title:

Is This Normal for Someone My Age?

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Discipline:

Biological Sciences

Target Audience

Intermediate, majors

Keywords

Anatomy, prolapse, uterus, vagina

Length of Time/Staging

This problem will require a portion of two class sessions (approximately twenty minutes each class) as well as out-of-class time approximated as three to five hours.



Abstract

Eleanor, an 88-year-old widow and mother of two, visits RediMed late on a Sunday afternoon. Her chief complaint to the physician is that she is having recurring urinary tract problems. Because her family physician retired a few months ago, Eleanor does not currently have a "regular" physician. Because of this, and the fact that it is Sunday, Eleanor decided to come to RediMed. RediMed is a local clinic in the shopping mall that is staffed by a rotating series of physicians.

Fifteen days later the pain has recurred, and the symptoms have become more severe. Upon urging by her family, she visits her daughter-in-law's gynecologist.

Students are expected to arrive at a diagnosis as well as develop a three-dimensional understanding of the anatomy and relationships of the uterus, vagina, sigmoid colon, bladder, urethra and rectum.

Date Submitted

8/27/2003

Date Published

9/21/2003

Format of Delivery

Material is presented in two parts.

Student Learning Objectives

This problem was written with the following summative objectives in mind:

1. To develop a 3-dimensional understanding of the anatomy and anatomical relationships of the uterus, vagina, sigmoid colon, bladder, urethra, and rectum.
2. To develop a 3-dimensional understanding of the cardinal-uterosacral ligament complex.
3. To develop and understanding of age-related changes in the female urinary and reproductive systems.
4. To develop an understanding of the concept and origin of referred pain.

This problem was written with the following formative objectives in mind:

1. Increase overall problem solving skills, including the ability to define problems, gather and evaluate information, and develop solutions.
2. Develop effective knowledge acquisition skills.
3. Develop better team skills.
4. Increase communication skills.
5. Increase self-assessment skills.
6. Increase ability to assess the work of others.
7. Increase ability to identify, find and use appropriate resources.

Student Resources

Students should be able to solve the attached problem by utilizing their anatomy text as well as associated library resources suggested below:

McGraw Hill Encyclopedia of Science & Technology REF Q 121 .M3 2002

Various Medical Dictionaries found at REF R 121

Gray's Anatomy REF QM 23.2 .G73 1995

Professional Guide to Signs and Symptoms REF RC 69 .P77 2001

Atlas of Human Anatomy REF QM 25 .N46 1997

The Merck Manual REF RC 55 .M4 1999

Magill's Medical Guide REF RC 41 .M34 2002

Instructor Resources

Gray's Anatomy (see citation in problem)

"Enterocoele and Massive Vaginal Eversion" at www.emedicine.com/med/topic3323.htm

Author's Teaching Notes

This problem has been utilized in a Human Anatomy class with an average enrollment of sixty students. The class has a mixed enrollment with respect to majors (80%) and non-majors (20%). The course is an entry-level biology class, typically taken during the second year. The problem has been utilized in a class with no PBL group facilitators other than the professor.

Assessment Strategies

This problem has been utilized in Human Anatomy classes with an enrollment ranging from forty to eighty students. Assessment has been both summative and formative.

Summative Assessment:

Summative assessment has been broken down into two formats. One format involves evaluation of both the group and individuals within the group. The following procedure is followed in evaluating individual and group progress on the PBL:

On the day the PBL is assigned the class will break up into PBL groups and do some preliminary work on the problem. By the next class session each PBL group member must turn in an individual hard-copy preliminary report. The preliminary report must contain the following:

- Possible hypothesis of what is wrong with the patient.
- What you will need to find out in order to prove or disprove your preliminary hypothesis, and where you will look to find this information.
- Any terminology that is not understood must be listed and defined, and the source of the definition cited.
- It is expected that each member of the group will review all of the group's preliminary hypotheses prior to coming to class the day the preliminary reports are due.

On the day the preliminary report is due the second part of the problem will be handed out. The class will again break into PBL groups and do further preliminary work on the problem. In this session the group will now:

- Determine how the additional information has changed any or all of the preliminary hypotheses, and why.
- Determine the course of action the group will take in order to solve the problem.
- Divide up the work that needs to be completed in order to solve the problem. The group leader will then post, in the group's Public Folder, a listing of what task is to be accomplished by what group member.

At the next class session (after distribution of part 2 of the PBL) each group member will turn in an individual hard-copy secondary preliminary report. (A copy will also be posted in the Public Folder). This secondary report must contain the following:

- Statement as to how your preliminary hypothesis of what is wrong with the patient has changed, and why.
- What you will need to find out in order to prove or disprove your newly formed hypothesis, and where you will look to find this information.
- Any new terminology that is not understood must be listed and defined, and the source of the definition cited.

As published in the course schedule, each group is required to submit a final report at the state of the appropriate class period. (It would be advisable for the group to keep at least one backup copy on computer disc.) The group report is to contain at least the following:

- Hypothesis of the solution to the problem.
- Sound anatomical reasoning to substantiate your hypothesis.
- Citations for any and all sources utilized, including your textbook.
- PBL reports will be graded on the anatomical accuracy of the final solution to the problem, as well as the anatomical logic utilized to arrive at the final solution.

A second form of summative evaluation is inclusion of material covered in the PBL on a "standard" lecture examination. The anatomical objectives may be assessed in the form of objective or essay questions.

Formative Assessment:

Formative assessment is accomplished two times during the course: at midterm and at the end of the course. Students are asked to fill out a form that assesses team and individual performance twice during the term. Individual growth throughout the term is assessed only at the end of the term.

Diagnosis and Solution Notes

Solution removed.