Case Assignment Instructions Ethics Grand Rounds

Group Case Instructions revised dec 2023

For this project, your team is asked to:

1. **write a paper** in response to an assigned case; your paper is to identify and integrate different concepts and applications we will be studying and discussing in class.
2. **lead a classroom discussion** (15-20 minutes maximum) including all questions, discussion, and debriefing)

Thinking and writing about the case

Adopt one party’s point of view in thinking through the situation in their case, the team will assume the role of one of the primary parties in the case; the team’s decision should include that party’s planned course of action and the rationale for their decision(s).

The case should be written from the perspective of the party you have “become” in the case, i.e., your paper should be written in first person.

At the conclusion of your paper, append a brief section (1-2 paragraphs each):

a. in the voice of your group (i.e., we) in which you debrief the process you undertook (1-3 paragraphs); and

b. by each individual member of the group in your individual voice (i.e., I), in which you debrief your individual learnings from the project (1-2 paragraphs for each person).

**Note that for (a) and (b) above, don’t rehash your decision, reflect on what you personally learned about the process of making moral choices and ethical decisions and the experience of making that decision in a group.**

Each group may ask one (1) clarifying question of the case author. To do so, please email the question to your instructor, and be sure to indicate what case (letter) you are working on in the subject of the email.

Other points of interest:

* there is no minimum or maximum length for your case paper.
* Your team is expected to lead the class in the discussion of your case for about 20 min. You do not need to repeat the facts of the case (class members should have the case in front of them already). You are encouraged to be creative in your leadership of our class discussion (e.g., reenactments, acting out different scenarios). One part of your leadership of our discussion should explain your decision and your rationale for your decision to the class. The last thing I’ll do is ask the case author to identify him/herself (if he/she chooses to) and provide us “the rest of the story.” Class members (and group members) may have questions for the case author.

A note to Case authors:

1. Please be on the lookout for clarifying questions from groups referred through me.

2. Authors of the cases assigned to groups as projects may choose to identify themselves only after the case has been presented. This self-identification by the case author occurs only at the author’s discretion.

3. Be sure to email me the “epilogue” for your case – “the rest of the story.” Please email this to me at least one week ahead of class in which we’ll be discussing your case.

Adopted from Weidner, II., C. K., & Lvina, E. (2021). Business Grand Rounds: A Roadmap to Using Student Cases for Problem-based Learning [Teaching Note]. Saint Joseph’s University, Philadelphia, PA.