The Introduction of Problem-Based Learning as a New Learning Approach in Nursing Education

MSc. Leadership in Health Professions Education (UAE)

RCSI INSTITUTE OF LEADERSHIP

UNIVERSITY OF SHARJAH
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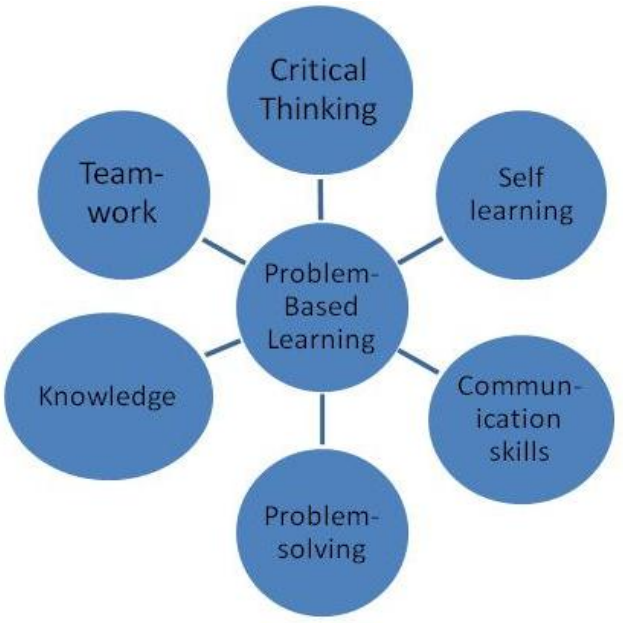
RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

Introduction & Background

Nursing education presents educators with challenges to the strategies that are effective and practical in rapidly changing health care environment that characterised by complexity, instability, uncertainty, uniqueness, and the presence of value conflict, these are problems that resist solution by knowledge and skills that nurse gained by traditional teaching strategies, where clinical practice requires critical thinking and problem-solving abilities.

Problem-based Learning defined as:

"A Learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge."(*H.S. Barrows 1982*)



Change Methods

Health Service Executive (HSE)



(HSE) Change Model describes the journey of transformation that enables the author to move from the current situation to the desired future, in line with a shared vision for change.

Initiating:
The need for change identified, SWOT analysis, and Gantt chart prepared. Aim and purpose with clear objectives formulated. Vision for change rationalized and communicated to Nursing Administration

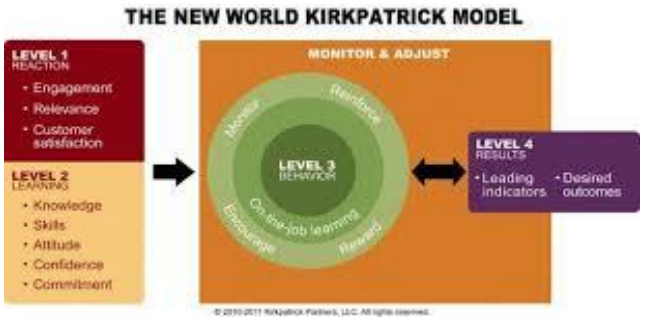
Planning:
Commitment to introduce the PBL as a new teaching method. Participants were selected. Communication plan constructed. Risk Analyses and Project implementation plan created.

Implementation:
PBL Pain management program conducted. Evaluation tools used for: pre and post knowledge test, participant satisfaction questionnaire on the five-point Likert scale, California critical thinking skills test, the quality of education and the change observed to ensure meeting the objectives.

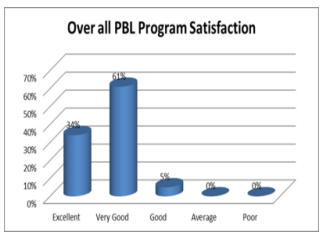
Monitoring:
A reflective diary is kept to assess and examine the performance against the objectives. Monitor the efficient use of material, the cost, and the effort of facilitators.

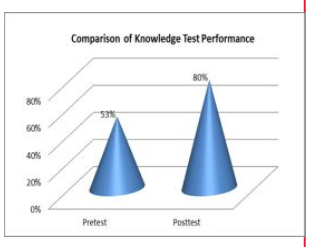
Evaluation

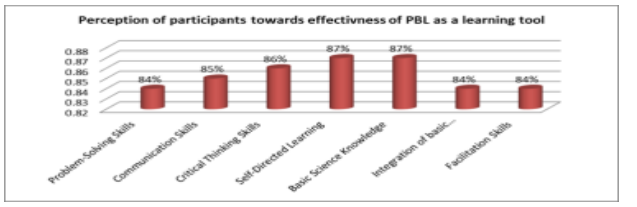
Evaluation Based on Kirkpatrick Model

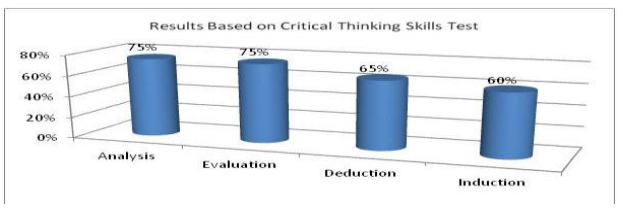


Results- After Implementing Problem Based Learning









61% of the participants evaluate the training using Problem-Based Learning method is very good, no one considers it poor or not useful; furthermore 34% of the learner mention it an excellent program. These percentages reflect the successful of the training by using the PBL

Aims & Objectives

To introduce a Problem-Based Learning (PBL) into the nursing pain management program

Objective One: To assess the nurses' satisfaction level related to the use of the Problem-based learning as a teaching method.

Objective Two: To measure the knowledge level of nursing staff in the pain management after getting the training using PBL as a teaching method.

Objective Three: In developing critical thinking, the effectiveness of using PBL as an instructional approach in nursing clinical education programs will be evaluated.

Organisational Impact

The impacts of these changes in the organization considered as Long-term outcomes. When an organization invests in nursing education as it generates a high-quality outcome that most likely meets client's expectations in order to raise the staff rate as well as the satisfaction of the customers. It maintains the competitive position among diverse health care sectors within the area. Hence, it has been observed that at Hospital, clinical and care practices of nursing were improved which in turn were beneficial for the patient's recovery

Conclusion

PBL is an effective way of delivering nursing education in a coherent, integrated program and offers several advantages over traditional teaching methods. It is based on principles of adult learning theory, including motivating the participant, encouraging them to set their learning goals, and giving them a role in decisions that affect their learning.

References

✓Health Service Executive,2009, Improving our services: A Users' Guide to Managing Change in the Health Service Executive. Dublin: Health Service Executive.

✓Wood D. ABC of learning and teaching in medicine: Problem-based learning. BMJ. 2003;326(7384):328-330.