

News Letter PBL

In Saida Waheed College of Nursing (SWCN) I introduced Problem-based learning (PBL) sessions in Advanced Concept of Nursing (ACN) with Post RN BScN (Registered Nurse Bachelors of Science in Nursing) students. PBL included in the ACN course in the second half of the first year.

PBL is a total approach to self directed learning. As defined by Dr. Barrows, H. and Kelson, A., “PBL is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career”.

In SWCN I divided 66 students in the six groups. Each group consists of 11 members. The six groups further divided among three facilitators Ms. Nasreen Mitchell, Ms. Asifa Shahzadi and Ms Abida Razzak. Ms. Janet Macgregor has helped Ms. Asifa Shahzadi to initiating. Mr. Mohammad Yousaf has taken the responsibility of two groups later on. These PBL sessions organized once a week for seven weeks.

The course of PBL in ACN designed systematically consists of two scenarios which continued with new problems every week. The students’ responsibilities were, to find out the problems from the scenario and have to solve those problems. They shared the solutions and presented among the PBL groups with references. They were very enthusiastic to enhance their knowledge through their self studies (web, library & previous experiences).

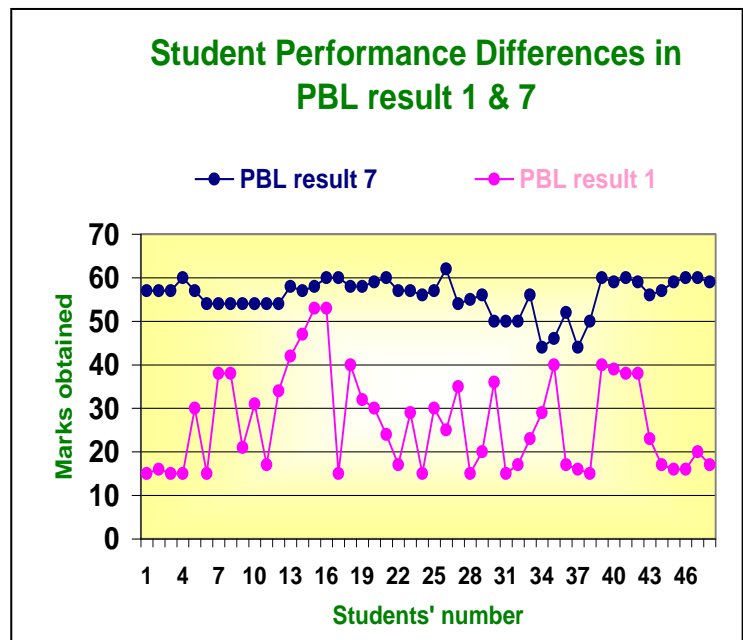
I evaluated the PBL sessions while using three evaluation form, tutor to student evaluation, student to tutor evaluation & student self evaluation. Here I want to share the ‘tutor to student evaluation’ to show the enhancement of the student knowledge & skills between first PBL and Last PBL (Graph 1.1)

As you can see the students have improved significantly from the first PBL to last PBL in spite of many challenges. They also improved their group work participation, peer & faculty respect, and have improved their self directed learning too. This was impossible with traditional teaching strategies, because these students have had a big gap during their experiences and their studies.

That’s why I analyzed that these students need such type of teaching strategies which motivate them to do self directed learning and bring them back in to the student role. So I used here PBL course study which has inspired them to learn new things by their selves.

According to one study Dehkordi AH, Heydarnejad MS has observed a positive learning attitude in the PBL group and a higher learning motivation in the PBL than in the traditional-based method of learning among bachelors of nursing students.

The challenges which I faced while introducing PBL in SWCN were: we could not able to get proper rooms for the PBL groups. Facilitators served whole day in conducting



PBL sessions due to shortage of faculty & rooms. In very first session student were not accepting this method but later on they realized that PBL is very good for their immeasurable learning.

In conclusion I want to suggest that it should be continue for the students' best result in future. It will increase our organization's strength to providing quality education.

Reference:

Barrows, H. and Kelson, A., (2001). *An Overview of PBL*. Alan Levine. Retrieved from www.mcli.dist.maricopa.edu/pbl/info.html

Dehkordi AH, Heydarnejad MS. The effects of problem-based learning and lecturing on the Development of Iranian nursing students' critical thinking. *Pak J Med Sci* 2008;24(5):740-43.



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