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USING PBL TO MEET THE NEEDS OF MANDATORY TRAINING IN HEALTHCARE

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University of
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Inspiring tomorrow's professionals



Yorkshire and the Humber



Background

- **Applicable to**
 - Health and Social Care Practitioners
- **Mentor**
 - Supports learning and assesses ability in practice
- **Mentor update**
 - Ensures up-to-date information is disseminated. Mandatory for nurses, midwives and ODPs; good practice for other disciplines



Raison d'être

- Traditionally delivered face-to-face
- Vast numbers of mentors to update – very resource-hungry
- Barriers to attendance
 - Time away from clinical areas
 - 'Too busy'
 - Dates and times not convenient



Innovation

- Online update tool developed
- Initial project at the University of Huddersfield – presentation focus
- Now adopted as region-wide initiative, funded by Yorkshire and Humber SHA
- Involves:
 - 14 Professions
 - 9 Universities



Why PBL?

- Take responsibility for learning
- Promote autonomous thinking
- Bring theory to life
- Contextualise learning
- Promote and develop problem solving abilities



PBL Scenarios

Sets

- Each profession undertakes at least one Set
- Comprises of 4 ‘themed’ scenarios
- Based on issues relevant to practice
 - Professional Behaviour
 - Students with Disabilities
 - Cultural Awareness
 - Failing Students



Data Collection

- Literature search focussing on boundaries and the use of PBL in online learning
 - CINHALL, PubMed, Synergy
- Heuristic evaluation
 - Usability considerations
- Questionnaire
 - Review of effectiveness
- Convenience sample
 - 20 cross-professional academics and clinicians

Demographics

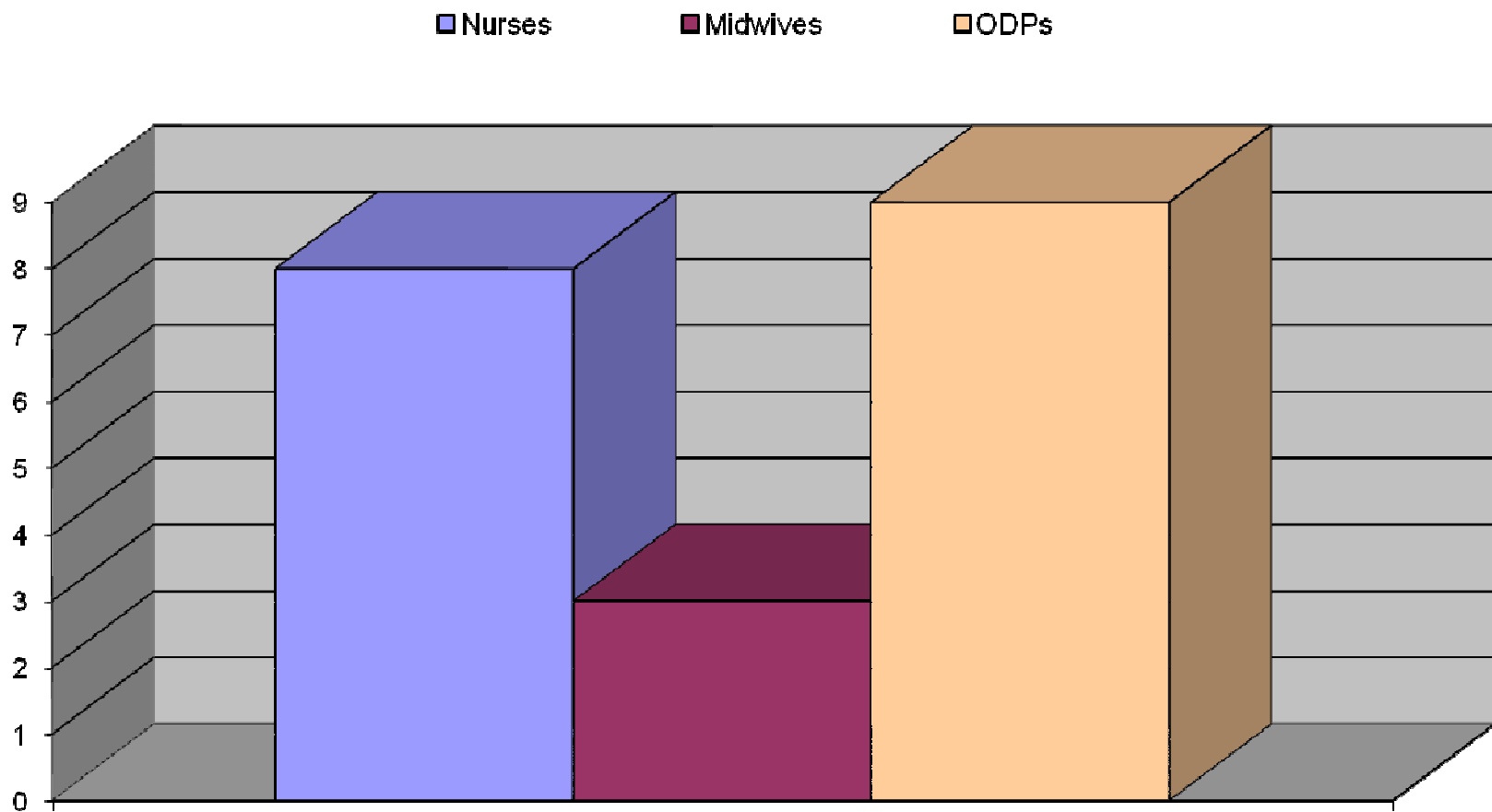


Chart 1. Participants



Questionnaire

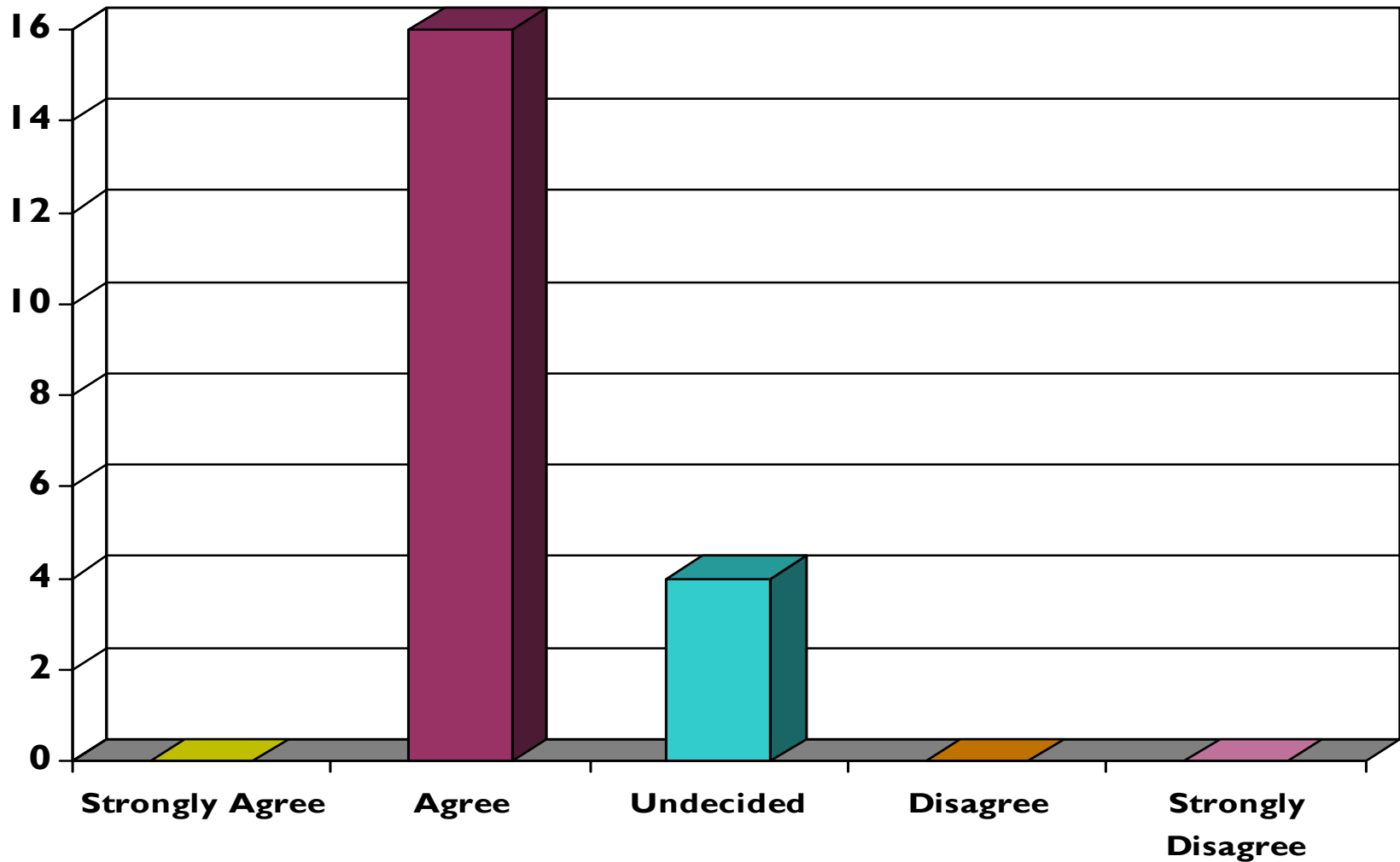
5-stage Likert Scale

- Strongly agree – Strongly disagree

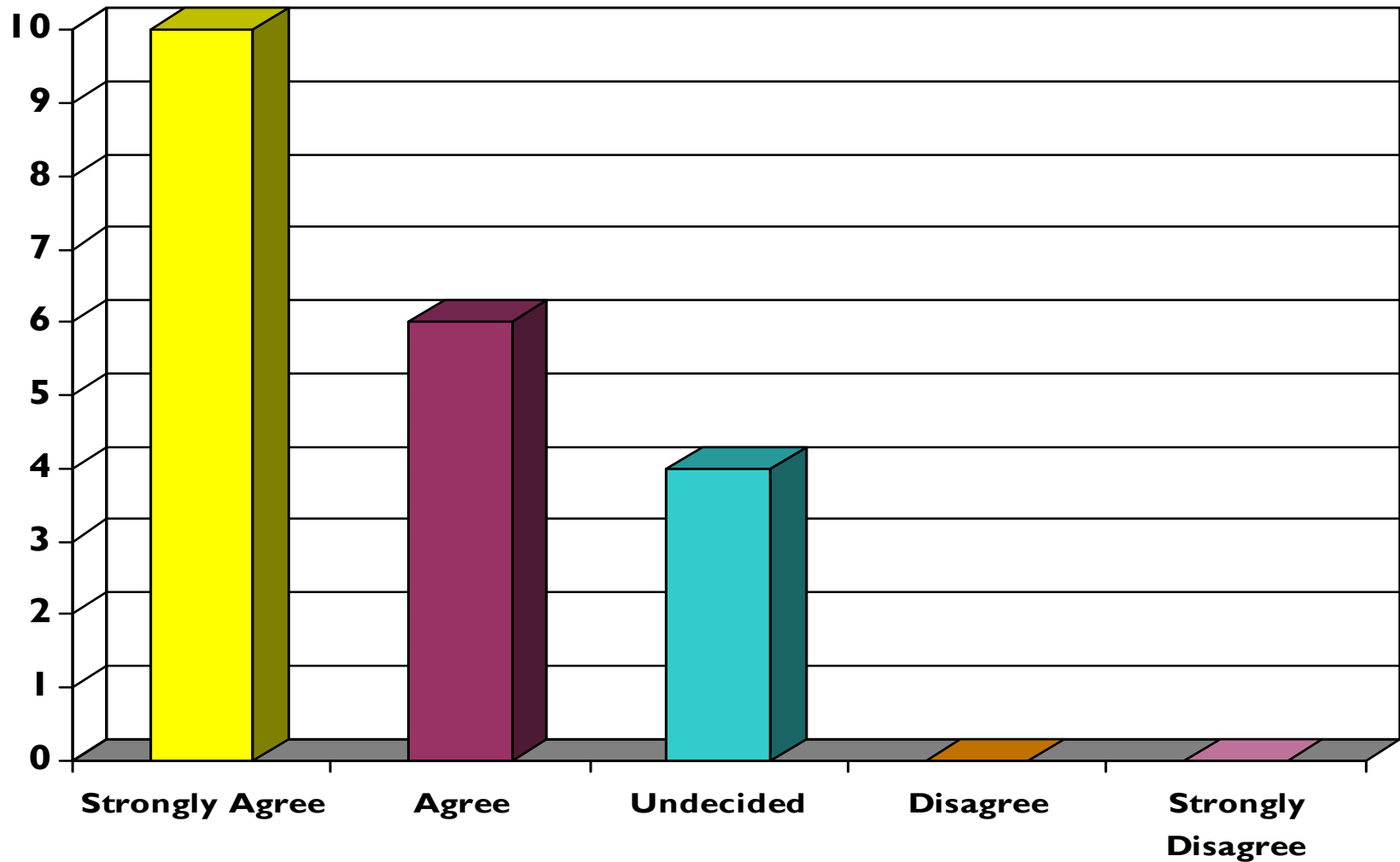
Plus opportunity for qualitative comment

1. The scenarios presented were relevant to my professional group
2. The quality of the scenarios were such that they made me consider my own practice
3. The scenarios have encouraged me to go back to my clinical area and discuss issues with my colleagues

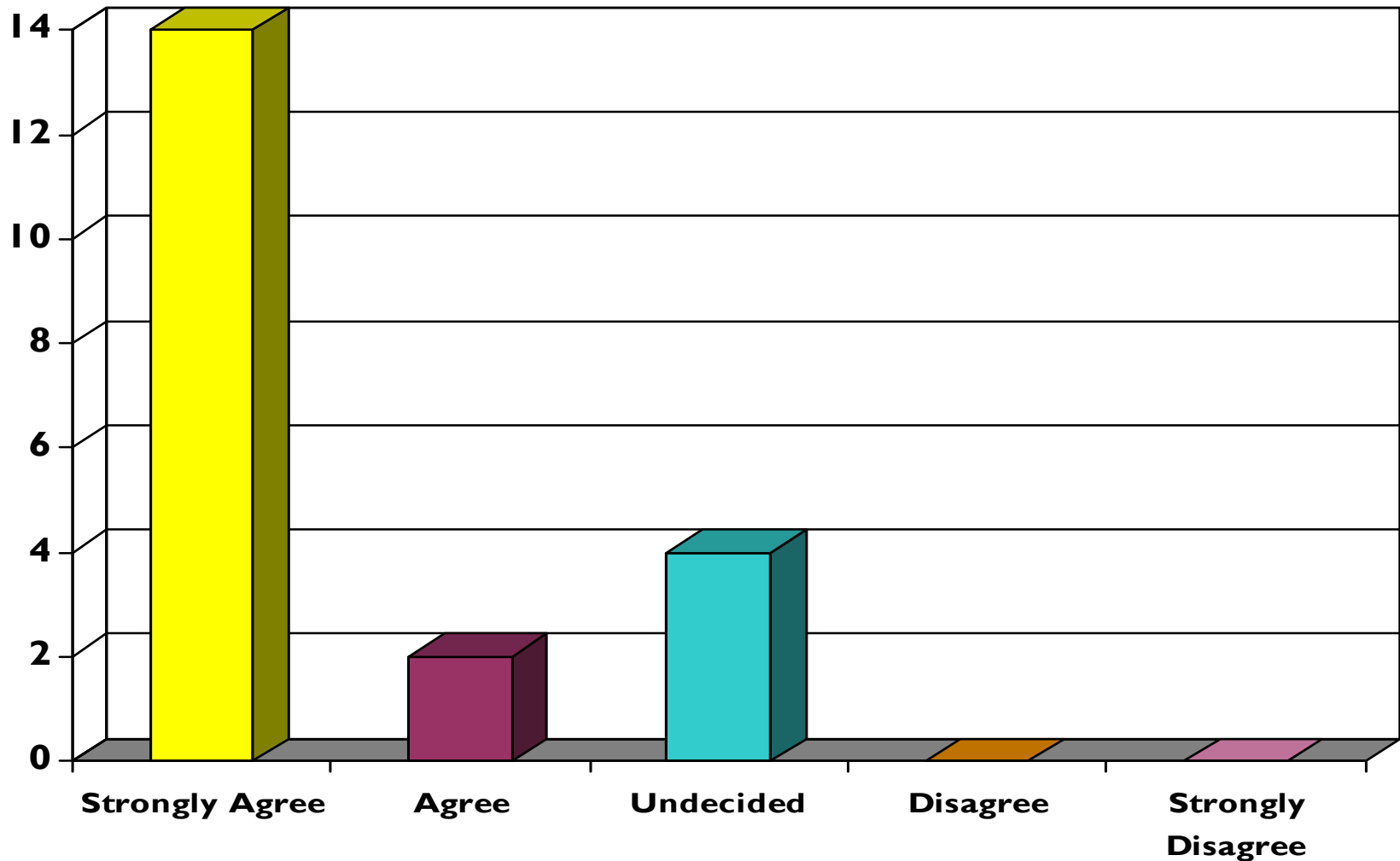
The scenarios presented were relevant to my professional group



The quality of the scenarios were such that they made me consider my own practice



The scenarios have encouraged me to go back to my clinical area and discuss issues with my colleagues





Results

- **16 (n=20)**
- **Questioning my own practice**
- *'This caused me to discuss with my colleagues how we should deal with a student who is not reaching the competencies required at that stage of their training'.*
- **Promote problem solving**
- **Take responsibility for own learning**



Results

- **14 (n=20)**
- **Reflection – bringing theory to life**
- Reflect on mentoring skills and how they could use scenarios to assist the students in *linking theory to practice* while in the clinical areas
- **Brings theory to life**
- **Contextualises learning**
- **Promote problem solving**



Results

- **18 (n=20)**
- ***Makes me think***
- Participants believed that with this tool they were *actively thinking* rather than being *passive recipients* of knowledge
- **Promote autonomous thinking**



Conclusion

- Early evaluation suggests the use of PBL through scenarios enables participants to actively engage in the learning process and develop further skills around problem solving and ‘thinking’.
- Future plans
 - revisit scenarios
 - evaluate within the region-wide project