No More Sage on The Stage: Using Problem Based Learning (PBL)

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Is this what you experience in the classroom?
“Power” Failure

- Disconnect
- Decreased Participation
- Poor class attendance
- Slide “countdown”
- Everyone using it as a crutch
Passive vs. Active Learning

- Read
- Learners sit, listen, take notes, memorize
- No comparing, analyzing, hypothesizing, synthesizing occurs

- Prepared
- Engaged
- Interact
- Discuss
- Reflect
- Activities are designed for critical thinking

Active learning has a palpable energy!
QSEN and PBL

• PBL helps to imbue all of the Competencies more than any other form of didactic teaching

• For example:
  – Teamwork and Collaboration
  – Safety
Our Journey to Problem Based Learning
Pre-work is done.
Students review the objectives and readings.
Learning goals are established.
Team investigation of the case begins.

What are the facts we know?
What additional information is needed?
The students discover their “learning” issues and begin to challenge deeply held assumptions.
Investigation of the learning issues is complete and the newly acquired knowledge is shared with the team.

Students become the teachers.
The big picture emerges. Development of a “plan of care” takes place thanks to meaningful learning. The students “meet” the patient again in the simulation lab.
Students engage in evaluation, self-reflection, and debriefing on learning and performance.
THINKING LIKE A NURSE.

Acquisition of tools for life-long learning has occurred.
PBL in Action
• Sensitivity of the Action Observation Network to Physical and Observational Learning. *Cerebral Cortex*, 2008. DOI: 10.1093./cercor/bhn083
• Debriefing to Foster Learning Webinar. NLN. K. Dreifuerst. Indiana University School of Nursing. NLN. March 3, 2011