

Refocusing midwifery education through Problem-based learning (PBL)

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Student Profile - 18 Students (2 left)

Average age 27 years – Age range 18 – 42

Entry qualifications

- 3 students already had degrees
- 6 students had 'A' levels
- 4 students had 'O' levels
- 5 students came in on an 'Access' course

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Data collection

- Audio-taping of PBL trigger sessions approximately 6 months apart
- Questionnaire in between the trigger sessions
- Assessment profile at the end of the first year

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Concerns

- Adequacy of learning and depth/extent of knowledge
- Missing traditional lectures
- Responsibility for learning – own and others
- Find it difficult to learn parts covered by other members
- Did not feel prepared for PBL
- Not enough time
- Group issues - contributions, participation, uneven tasks

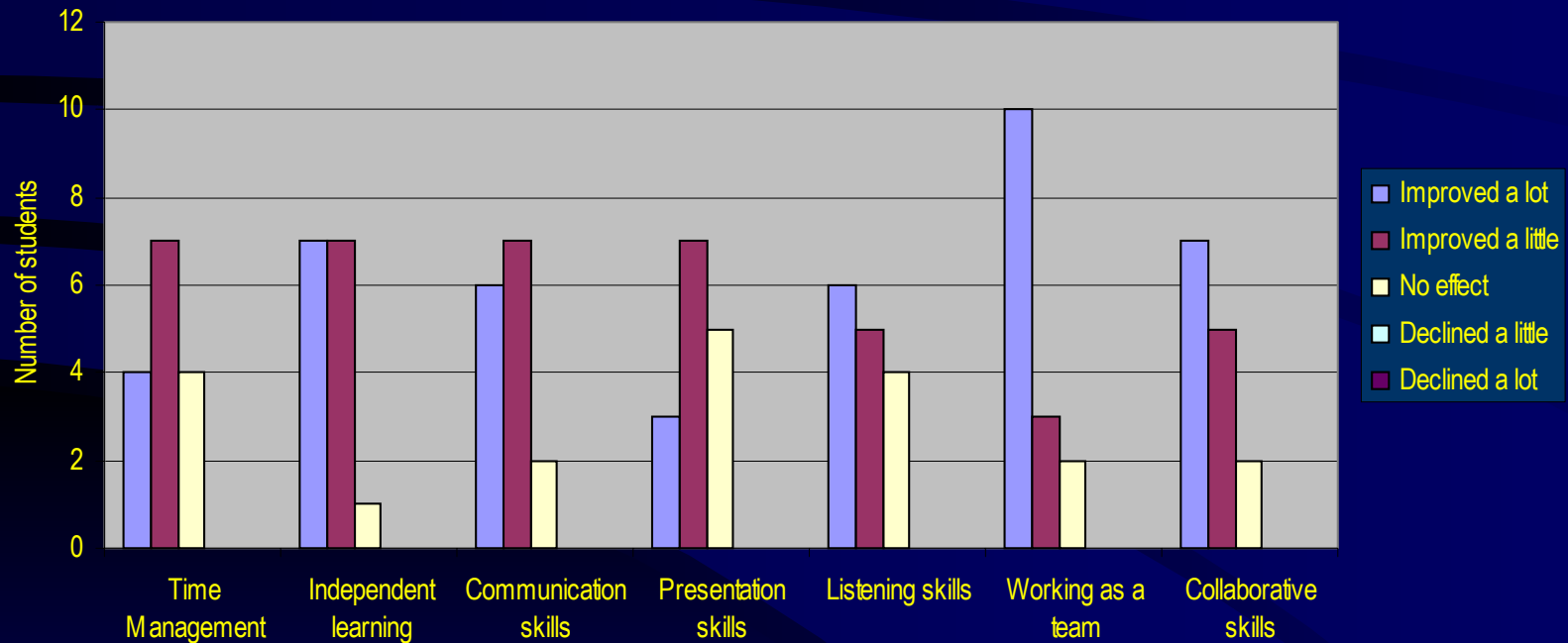
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Performance and progress

- All students progressed to second year
- Majority of students now prefer it to traditional methods
- Effectiveness of learning and retention of knowledge
- Relevant to practice
- Encourages lifelong learning
- Develops a range of skills

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Development of Skills



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Development of skills

“Encourages and promotes excellent skills that are useful in life generally and will be professionally”

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Development of skills

“Communication is a vital element of what a midwife has to do and this gets you used to it straight away”

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Development of skills

“It improves your ability to cope when faced with a problem and improves listening skills”

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Development of skills

“As a midwife and student it is important to be able to get on with a variety of different people and be able to work as a team”

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Development of skills

“I am definitely more organised with my independent study which enables me to work more effectively”

“PBL has taught me to be more confident in myself and has improved my independent learning”

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Problem-based learning

Refocus and redefine midwifery education and prepare midwives for their autonomous role

- emphasis on practice
- developing the skills of independent and lifelong learning

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“PBL is a means of learning for capability rather than learning for the sake of acquiring knowledge” (Engel 2000)