Use to Problem-Based Learning Increase Case Reports the Pass Rate

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Use to Problem based learning increase case reports the pass rate Background: The clinical ladder systems for nurses can effectively enhance the professional morale of nursing staff. In Taiwan, there are four levels of clinical ladder systems (N1-N4) and clinical nurses need academic ability to demonstrate a case report in writing is required for clinical nurses so that they can promote their career development. Many nurses have nursing experiences without good writing ability to detail a care report. The lack of ability to demonstrate a case report in writing becomes the bottleneck for nurses who want to be promoted in their career development. In our unit only accounts for 12% of the unit at the N3 level in 2016 years, and only passed one case report. Aims: Through the Problem based learning (PBL) of case reports will improve the pass rate and increase the willingness to write a case report. Methods: It will last for 10 months from February 2018. The participating members will be 4 co-workers, 1 teacher of nurse and 1 preceptor. They will discuss 1-2 times a month. Before each discussion, the preceptor will give the progress and direction of the discussion. During the discussion, the progress of the report is shared by the co-workers and feedback is provided by the teacher and other members, and the group can be instantly shared by means of cloud, line, etc. Result: After the PBL teaching method, when the four participates reported a pass rate of 75%, the journal was publish 75%, and the poster was published 25%, the four participates satisfaction was 100% after the overall course, and the promotion unit N3 level was 20%. Discussion: The findings revealed that the PBL training program has a significant impact on nurses’ case reports and increases the number of articles published in international conference. We suggest that such a teaching program be used in case report Chang, C. C., & Lee, M. Y (2015). Evaluation of the Effectiveness of a Clinical Case Report Training Program through Learning by Designing. Leadership Nursing, 16(4), 66-75. Hunker, D. F., Gazza, E. A., Shellenbarger, T. (2014). Evidence-based knowledge, skills, and attitudes for scholarly writing development across all levels of nursing education. Nurse, 30(4), 341-346. Doi:http://dx.doi.org/10.1016/j.profnurs.2013.11.003 Jack, K. (2015). The use of poetry writing in nurse education: An evaluation. Nurse Education Today, (15), 165.doi: 10.1016/j.nedt.2015.04.011 Li, Y. H., Lin, L. D., Tsai, C. C., Chou, M. C. & Lin, M. H (2012). Factors of Influence on Willingness to Participate in the N3 Nursing Clinical Ladder Program. Journal of Nursing, 59(1), 41-50.

Title:
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Keywords:
Problem based learning, case reports and clinical ladder systems

References:


Abstract Summary:
This is the first study in our unit to report the teaching method in ladder system, when the four participates reported a pass rate of 75%, they satisfaction was 100% after the course. This study result can help other unit understand through the PBL will improve the pass rate

Content Outline:
This is the first study in our unit to report the teaching method in nursing ladder system, when the four participates reported a pass rate of 75% and the poster was published 25%, the four participates satisfaction was 100% after the overall course, and the promotion unit N3 level was 20%. This study result can help other unit understand through the Problem based learning (PBL) of case reports will improve the pass rate and increase the willingness to write a case report

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