



GRADUATE
ENTRY
MEDICAL
SCHOOL
UNIVERSITY OF LIMERICK
SCOLA LEIGHIS KONTRALA
SARCHEIME OLLSCOIL LUIMNIGH



UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Examining the Experiences of Tutors Facilitating Problem-Based Learning in a Graduate Entry Medical School

Diane O Doherty, Helena McKeague, Sarah Harney,
Gerard Browne, Deirdre McGrath
Graduate Entry Medical School, University of Limerick



GRADUATE
ENTRY
MEDICAL
SCHOOL
UNIVERSITY OF LIMERICK
SCOLA LEIGHIS KONTRALA
SARCHEIME OLLSCOIL LUIMNIGH

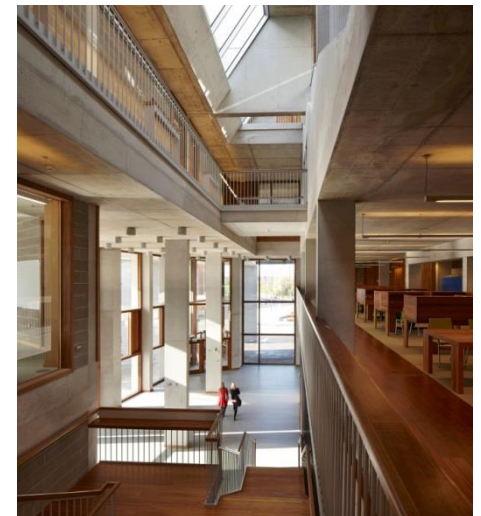


UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Introduction

Graduate Entry Medicine Years 1 and 2

- Fully integrated curriculum, delivered through problem-based learning (PBL)
- 1 PBL case, 2 tutorials (total 5 hrs) per week
- 33 PBL cases per year
- 18 PBL groups in each of years 1 and 2, 8-9 students per group
- 35 medically qualified tutors





Basic Principles of PBL

- **Small group** learning
- Based on the principles of **adult learning**
- Learning is **contextual**
- Learning is **student-centred** and **self-directed**
- Learning is **collaborative**





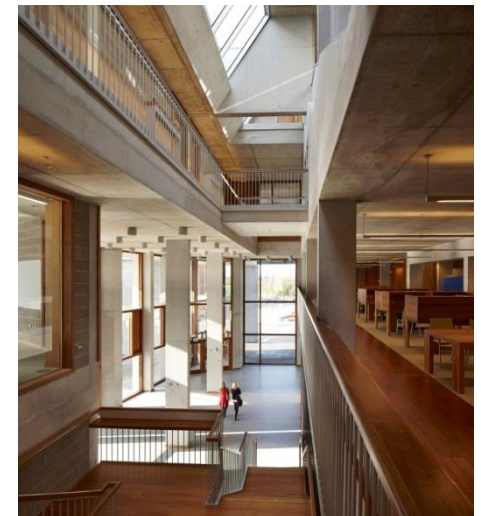
	Mon	Tue	Wed	Thurs	Fri
9-10	PBL (3)	Lecture	Lecture	PBL (2)	Lecture
10-11	PBL (1)	Lecture	Lecture	PBL (2)	Lecture
11-12	PBL (1)				
12-1					
1-2					
2-3	Anatomy	Lecture	Anatomy		Clinical Skills
3-4		Clinical Skills			
4-5					



Methods

Mixed Methods Study

Quantitative	All PBL tutors invited to complete 2 online surveys	89% Response rate (n = 33)
Qualitative	2 Focus group discussions with 13 participants in total	



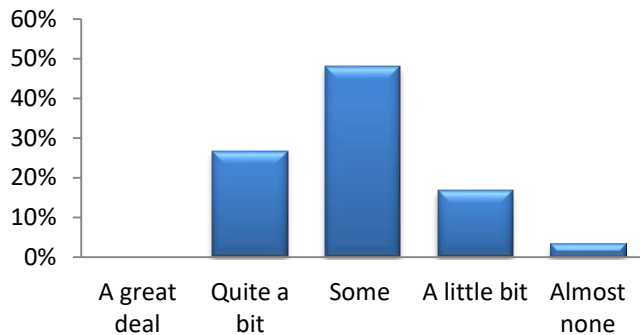
Common Questions Asked About PBL:

1. Does facilitating PBL require little input or effort from the tutor?
2. Are PBL tutors required to be content experts?

1. Does facilitating PBL require little input or effort from the tutor?

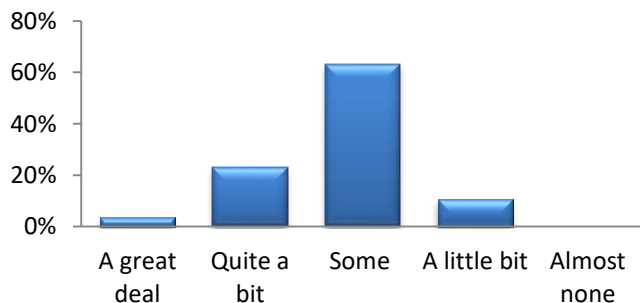


How much input from you was required to maintain good group dynamics?



"You have to be present and do it yourself.."

How much input from you was required for the students to generate the relevant learning objectives?



"You know some students can be overly contributing and others too quiet....you're trying to manage the students. So you might be well prepared from a curriculum point of view and the medicine aspect but you have to be prepared to be surprised and cope with it and deal with it."





Tutors referred to the difference between teaching and facilitating:

“You have to kind of give them some guidance but not control what they do, it’s kind of a balancing act I think”

“...people managers a small little bit as well, different personalities and trying to get them all to get on together and to achieve their learning outcomes together”



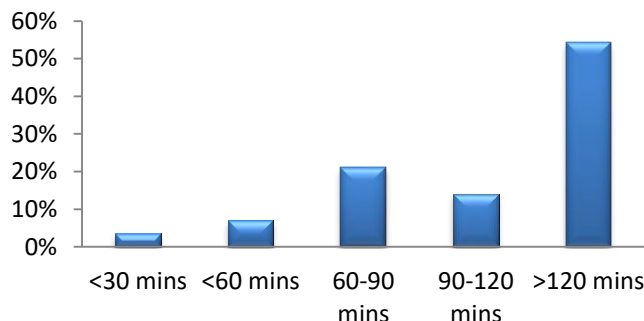


2. Are PBL tutors required to be content experts?

“That’s always the question, how deep do we need to go”

“How little, how much, that’s my biggest challenge”

How much time did you spend preparing for this module?



“I find you really need to be prepared before you go into each class. The more prepared you are, the more confident you are on the topic”





Experience and development of confidence and facilitation skills is more important than content expertise:

“You need firstly experience, but also you need to be able to deal with situations which arise in a diplomatic way that don’t insult the egos and the pride of the people who are adults themselves”

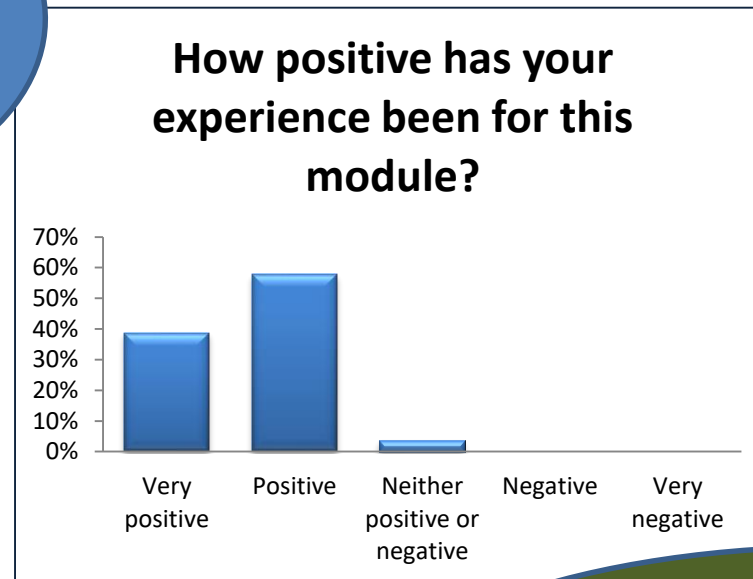
Many tutors expressed a willingness to participate in peer observation and for more opportunities to share experiences and learn from peers:

“And you learn from your peer’s different problems that they’ve encountered, how they’ve dealt with them”



Overall, tutors report that facilitating PBL is a challenging but enjoyable and rewarding experience

"I think that's very rewarding...It's a real thrill"



"...it is a privilege and it's a pleasure actually to do it most of the time. And also it's a challenge, so all that together ...it's a very positive experience."

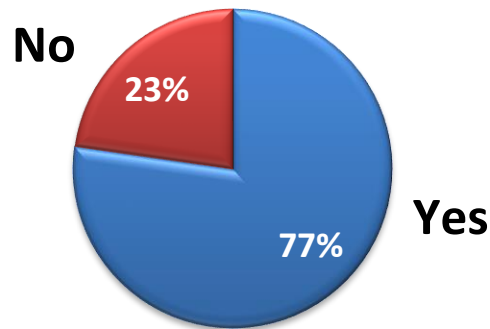


GRADUATE
ENTRY
MEDICAL
SCHOOL
UNIVERSITY OF LIMERICK
Scoil Léimhín Iarthuais
An Chéimne, Ollscoil Luimnigh



Does facilitating PBL in the basic sciences have any impact for practising clinicians?

Has your experience as a PBL tutor influenced you as a clinician?



Does facilitating PBL in the basic sciences have any impact for practising clinicians?

“Encourages my need to keep up to date with new advances and pharmaceuticals, reminds me/refreshes my knowledge of basics and influences overall patient contact skills in a positive way.”

“It has increased and updated my knowledge of the basic sciences so that I am more able to return to first principles and correlate physical signs with physiology, which has improved my confidence in my clinical decision making.”





Conclusions

1. Dispels the myth that the PBL tutor “just sits there”
2. A certain amount of content expertise is required
3. Developing PBL facilitation skills is an active learning process
4. Facilitating basic science PBL improves clinical performance





GRADUATE
ENTRY
MEDICAL
SCHOOL
UNIVERSITY OF LIMERICK
SCOLA LEIGHIS KONTRALA
SARCHEIME OLLSCOIL LUIMNIGH

GEMS **10**
2007-2017

Thank you for your attention!

Q & A?



UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH