

Khatiban M, Sangestani G. The effects of using problem-based learning in the clinical nursing education on the students' outcomes in Iran: A quasi-experimental study. *Nurse Education in Practice*. 2014 Nov 1; 14(6): 698-703.

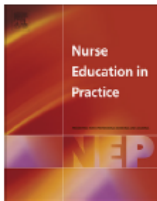
Nurse Education in Practice xxx (2014) 1–6



Contents lists available at ScienceDirect

Nurse Education in Practice

journal homepage: www.elsevier.com/nepr



The effects of using problem-based learning in the clinical nursing education on the students' outcomes in Iran: A quasi-experimental study

Mahnaz Khatiban, Gita Sangestani*

Mother & Child Care Research Center, Hamadan University of Medical Sciences, Hamadan, Iran

ARTICLE INFO

Article history:

Accepted 15 October 2014

Keywords:

Problem-based learning
Competency
Performance
Attitude
Nursing students
Iran

ABSTRACT

There are some strategies including problem based learning (PBL) that could enhance the learning experience. This quasi-experimental design was conducted to compare the effects of PBL with traditional clinical education that is commonly used for nursing students. The effects were observed by monitoring differences in their special and general competencies, performance and attitudes towards learning experiences. In 2010, 70, undergraduate nursing students were assigned into two groups as either PBL ($n = 34$) or Control group ($n = 36$) at Hamadan University of Medical Sciences in Iran. The research tools used in this study were: the "students' competency self-evaluation" and the "students' attitudes toward their learning experiences" questionnaires, and also a "Coding system of performance" checklist. The groups were similar in most demographic characteristics.

The PBL students' general and special competencies improved in the post-test significantly more than those of the control students ($P < .001$). The PBL students' attitude was significantly better than the control group ($P < .01$) as well. There was also an incredible enhancement only in the PBL students' performance ($P < .01$). Therefore the Problem-based learning fostered nursing students' competency, attitude, and performance.

© 2014 Elsevier Ltd. All rights reserved.