How to Incorporate Problem-Based Learning into your Athletic Training Curriculum

Objectives:
1. Describe the principles and practice of Problem-Based Learning (PBL)
2. Contrast the expected roles of the tutor and student in tutorial settings
3. Discuss characteristics of the successful student in PBL
4. Discuss characteristics of the successful tutor in PBL
5. Discuss techniques for tutorial facilitation
6. Develop tactics for facilitating tutorials in difficult situations
7. Assess the role of self, peer, group and tutor evaluation in Problem-Based Learning
8. Develop tactics on how to incorporate PBL into your current curriculum
9. Role play a tutorial (if time permits)
10. Summary and Questions

Problem-Based Learning Overview:
- Problem-Based Learning (PBL) is an educational model that uses active, small group discussions of clinically relevant problems (case studies) to provide context and motivate learning.
- Through carefully designed problems, the PBL process strives to expose students to commonly encountered athletic training situations, to help students acquire a comprehensive and integrated knowledge base, and to provide a model of expert clinical reasoning. Faculty tutors supervise the tutorial process to promote group problem solving and critical thinking.
- Tutors facilitate by asking non-directive, stimulating questions to generate discussion and thereby encourage students to a greater level of depth in covering material.
- In facilitating, the tutor should guide the students through the problem identification, analysis, and evaluation processes. Through modeling and coaching, the tutor creates a fluid and transparent interface with the tutorial group and ultimately fades from the interaction as the students become autonomous.
- Evaluation of student performance takes place during interaction within the tutorial. Informal peer and group evaluation within the tutorial, and formal individual and group meetings also take place to assess students.
- Many educators believe that the dimensions of the PBL model closely match the required and desired characteristics of health care professionals, for example: Critical inquiry, problem-solving, collaboration, student driven learning, self-reflection, and lifelong and self-directed learning.
- PBL has been applied to medical education and, more recently, to education for other health care professionals to create competent, autonomous health care practitioners.
- PBL teaches students about the thinking process, so that formal education is just the beginning of the lifelong learning process.
Recommended Readings:


