Following up on Problem-Based Learning’s skills of medical students under assigned facilitators’ supervision

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Introduction: PBL is introduced in the preclinical year, therefore monitoring performance is needed. Facilitators have an important role in encouraging and following up on students’ learning skills. In 2009, the facilitators of the 2nd year medical students were assigned to track development throughout the year.

Purpose: To study the improvement of students’ PBL skills during the 2nd and 3rd year.

Method: Data was collected by an assessment scoring system in the beginning of year 2, the end of year 2 and the end of the year 3. Scores ranged from 1 to 10, 1 represented a poor performance and 10 represented the highest result. The changes in scores were analyzed by anova statistics.

Results: 1st, 2nd and 3rd collection scores for problem identification and hypothesis generation skills were 6.93 ±0.95, 7.99 ±1.34 and 8.38 ± 1.30, respectively, with significant differences (p> 0.05). Critical analysis skills were 6.85 ± 1.36, 8.16 ± 1.43 and 8.40 ± 1.33, respectively. Communication and group sharing skills were 7.33 ± 1.11, 8.76 ± 1.31 and 8.78± 1.24, respectively. The results for self directed learning skills were 7.32 ± 1.12, 8.40 ± 1.39 and 8.58 ± 1.36, respectively with a significant difference in the first data collection time (p> 0.05).

Conclusion: The students’ skills in PBL improved significantly during this process.