



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم

بسم الله الرحمن الرحيم



MONA MAGHRABY



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



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التوثيق الإلكتروني والميكروفيلم

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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MONA MAGHRABY

The Effect of Problem Based Learning Strategy on Nursing Student's Problem Solving Abilities

Thesis

*Submitted for Partial Fulfillment of the Requirements of
the Doctorate Degree in Nursing Sciences
(Nursing Administration)*

By

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M.Sc. Nursing

**Faculty of Nursing
Ain-Shams University
2019**

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Dedication

*I dedicate this research to **the Spirit My Father** and I would like to extend my deepest thanks and express my gratitude to **My Husband, My Mother, My Sister,** and **the Soul of my Father,** without them can't able to be successful in my work.*

I dedicate this research to my group mates, & all my friends.

Doaa Ali Seliman

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Abstract

Background: Problem-Based Learning (PBL) empowers students to be more accountable in their learning process. **Aim of study:** to assess the effect of PBL strategy on nursing student's problem solving (PS) abilities at technical institute of nursing. **Research Design:** A One-group pretest-posttest quasi-experimental design **Setting:** the study was carried out at Al-zahra Technical Institute of Nursing affiliated to Al Azhar University. **Subjects:** The sample included all 83 nursing students enrolled in the fifth year during the academic year (2017/2018). **Tools:** Two tools were used in data collection, namely **first tool**, a self-administered questionnaire. **Second tool**, student's evaluation form. **Results:** Students' age ranged between 19 and 20 years. Satisfactory total knowledge increased from 2.4% before the intervention, to 100.0% after, and 94.0% at follow-up ($p < 0.001$). None of the students had adequate skills of PS before the intervention compared with 100.0% at post- and follow-up phases ($p < 0.001$). None of the students was able of PS by tutor evaluation before the intervention, compared with 49.4% at post- and 100% at follow-up ($p < 0.001$). Group performance scores had significant positive correlations with the knowledge and skills scores. In multivariate analysis, the study intervention was the main positive predictor of the knowledge, skills, and tutor evaluation scores. **Conclusion:** Implementing a (PBL) strategy for nursing students is effective in improving their PS abilities as well as their performance in (BPL) as evidenced by tutor evaluation. Hence, nurse educators must increasingly introduce this approach for their students. **Recommendations:** The study recommends more use of the (PS) education approach and PBL strategy in all nursing curricula; course planners need training in developing educational problems and identify the barriers to (PBL) implementation.

Keywords: Problem-Based Learning (PBL), Problem Solving (PS), Nursing Students