

ABSTRACT

The Perceptions of Nursing Educators at Schools of Nursing in Trinidad to the Inclusion of Problem Based Learning in Basic Nursing Education

Chris Craigwell

This study sought to explore the perceptions of nursing educators about the inclusion of problem based learning (PBL) as an instructional strategy in the teaching of nursing students. Data were collected through interviews held with three female students from nursing schools administered by the Ministry of Health, Trinidad and Tobago. The study produced two categories from which the following themes emerged: Category 1: Understanding PBL: the concept of PBL, strengths and weaknesses, and resources; and Category 2: Outcomes of PBL: students' performances, curriculum design, and assessment strategies.

Keywords: Nursing education; Perceptions; Problem based learning; Nursing schools; Nursing educators; Trinidad and Tobago