

**USING PROBLEM BASED LEARNING IN THE PROMOTION OF CRITICAL
THINKING SKILLS OF LEVEL 3 NURSING STUDENTS OF
JOSE RIZAL UNIVERSITY**

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This paper develops the contextual background to explore and to gain empirical support among the faculty to improve the students' critical thinking skills through problem-based learning (PBL) particularly in nursing education courses in Jose Rizal University, in which the main teaching and learning methodology is traditional didactic teaching curriculum. The PBL educational approach is acknowledged to have maximum positive impact on producing professional competencies among graduates in many educational disciplines.

However, there is limited discussion about PBL pedagogical approaches implemented in nursing education, especially in the Philippines. This approach has not been established as a major pedagogical method in schools of nursing in the country. However, there are a few medical schools that use the implementation of PBL in their curriculum structures. Studies that focused on that issue are implemented in various aspects, courses and using various methodologies. There are various materials that relate to PBL and critical thinking skills. However, in the Philippines, the material is limited because of the lack of research relating to this methodology and lack of research documentations.

In the Philippines, the PBL approach is practiced at a few medical institutions. The analysis of this research aims to discuss PBL in nursing education, as practiced in some foreign and local schools, examining the mechanism of the popular educational approach of PBL. The analysis of PBL is intended to see if it may offer any solutions to problems encountered in nursing education, and to focus on its potential for implementation and impact on critical thinking of nursing students.