

# Transforming Nursing Pedagogy: The Journey to Concept-Based Learning at the University of Calgary in Qatar

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## Abstract

This study explores the transformative implementation of a Concept-Based Approach (CBA) in nursing education at the University of Calgary in Qatar (UCQ). Focusing on the Family in Transition Nursing course, the research examines how CBA, characterized by its emphasis on critical concepts and practical exemplars, bridges theoretical knowledge with clinical practice. Utilizing digital platforms like Desire to Learn (D2L) and tools like Padlet, the approach enhances student engagement and learning through real-world applications. The study highlights the shift from traditional teaching methods to CBA, aiming to produce skilled nursing graduates capable of managing the complexities of the Qatari healthcare system. It investigates the effectiveness of CBA in deepening learning, its application in real-life scenarios, and its impact on teaching practices. Results underscore the importance of content quality, concept-focused learning materials, and real-life case studies in nursing education. The research concludes with the CBA's significant role in UCQ's nursing program and addresses future research directions to further understand and develop concept-based teaching strategies in nursing and beyond.

**Keywords:** Concept-Based Approach, Nursing Education, Teaching Methodologies, Nursing Curriculum Development, Pedagogical Innovations in Healthcare.

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## BACKGROUND

This research delves deeper into the adoption and implementation of the Concept-Based Approach (CBA) in nursing education at the University of Calgary in Qatar (UCQ). This paper details how UCQ's transition to a CBA curriculum in the Family in Transition Nursing course is pioneering the nurturing of a new generation of nurses. This approach is characterized by a focus on critical concepts interwoven with practical exemplars, concept-based maps, and interrelated concepts, effectively bridging theoretical knowledge and clinical practice. The course's design, integrating spirituality, faith, and religion as key aspects of patient-centered care, serves as a prime example of this pedagogical approach (Giddens, 2021).

The utilization of digital learning platforms like Desire to Learn (D2L) complements this methodology, enabling dynamic individual and group discussions on various concepts. The integration of interactive tools such as Padlet and mind maps facilitates asynchronous online and face-to-face learning, enhancing student engagement and understanding.

In this broader context, the paper's exploration extends to the role of CBA within the Gulf Cooperation Council (GCC) region's nursing education sphere. It critically examines how this shift from traditional teaching methods to a concept-based curriculum can significantly improve student learning outcomes, teaching effectiveness, and satisfaction in nursing education. This study contributes to the academic discourse by addressing the gap in literature regarding

the practical application of CBA in nursing education and its potential to revolutionize educational practices at UCQ.

## INTRODUCTION

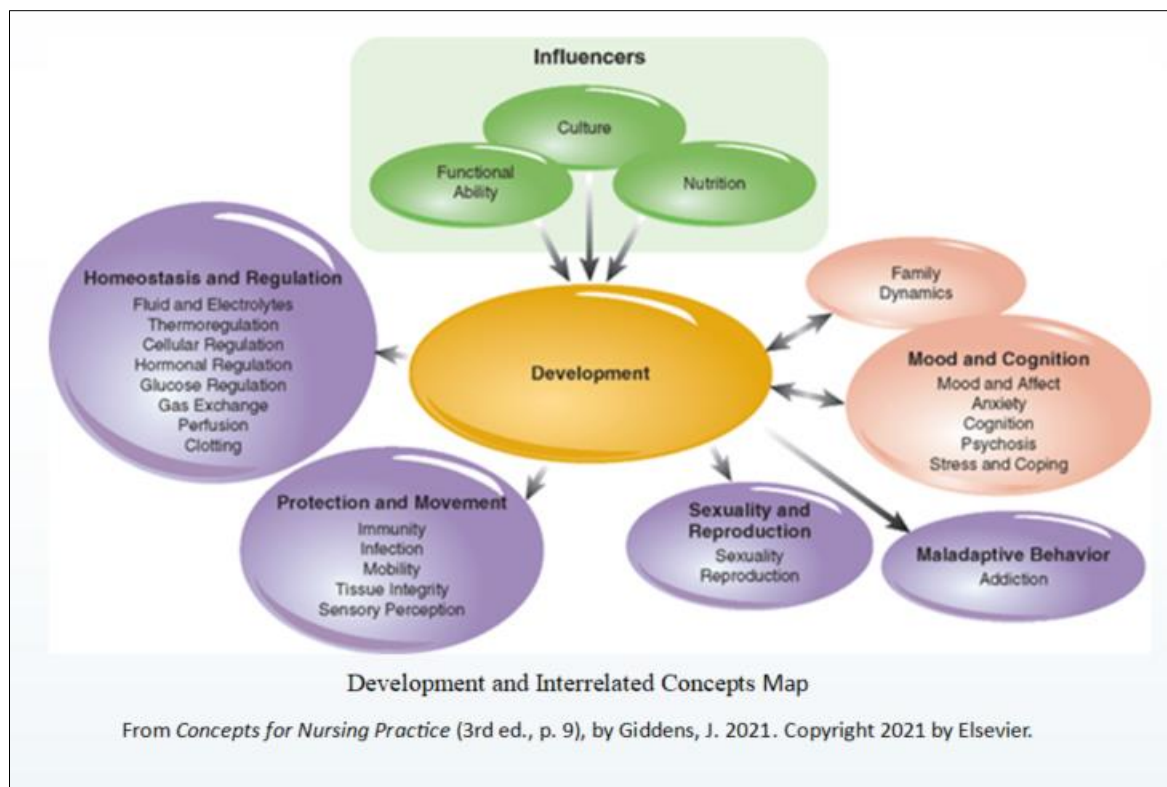
The Concept-Based Approach (CBA), as adopted by the University of Calgary in Qatar for nursing education, represents a progressive shift from traditional fact-based teaching methods to a focus on broader, more adaptable concepts. This pedagogical shift stems from educational philosophies developed in the 1960s and 1970s, which critiqued conventional rote learning for its lack of preparation for students in handling complex, real-world problems. The movement towards CBA in the last decade, especially in nursing education, signifies an acknowledgment of the ever evolving and complex nature of healthcare systems.

At the core of CBA is the aim to equip nursing students with a deep understanding of nursing theories and practices, facilitating their ability to apply these theories aptly in real-life healthcare scenarios. This curriculum model, as highlighted by Wolters Kluwer (2017), is designed to offer practical relevance to

classroom teachings, encouraging students to thoroughly grasp essential nursing concepts. This comprehensive understanding is critical for nurses who must make informed decisions in unpredictable care situations. By embracing this innovative approach, the University of Calgary in Qatar aspires to produce well-rounded nursing graduates, capable of leading and effectively managing the complexities of the Qatari health care system.

## OBJECTIVES

This project investigates several key questions to understand the impact of concept-based teaching in nursing education. It examines how this approach differs from traditional models in deepening learning, explores strategies to expose students to applicable real-life concepts and facts, and analyzes how teaching practices are enhanced by conceptual teaching. Additionally, it assesses the potential implications, both benefits, and challenges, of implementing a concept-based curriculum in nursing programs. These inquiries aim to provide a comprehensive understanding of the effectiveness and feasibility of concept-based teaching in nursing education.



**Fig: 1**

## METHODS

This study utilized desktop research, employing both primary and secondary sources. For secondary resources, it extensively sourced peer-reviewed journal articles, doctoral dissertations, and website articles. A strict inclusion criterion was applied, focusing on English-language texts published within the last five

years and specifically related to nursing. Exclusion criteria omitted non-nursing texts. The study also utilized multiple journal articles and concept-based nursing textbooks, such as "Concepts for Nursing Practice" and "Mastering Concept Based Teaching," as resources. It adopted Giddens, Caputi, and Rodgers' (2015) definition of concept-based teaching, incorporating strategies and

tools for implementing this approach effectively in teaching and learning.

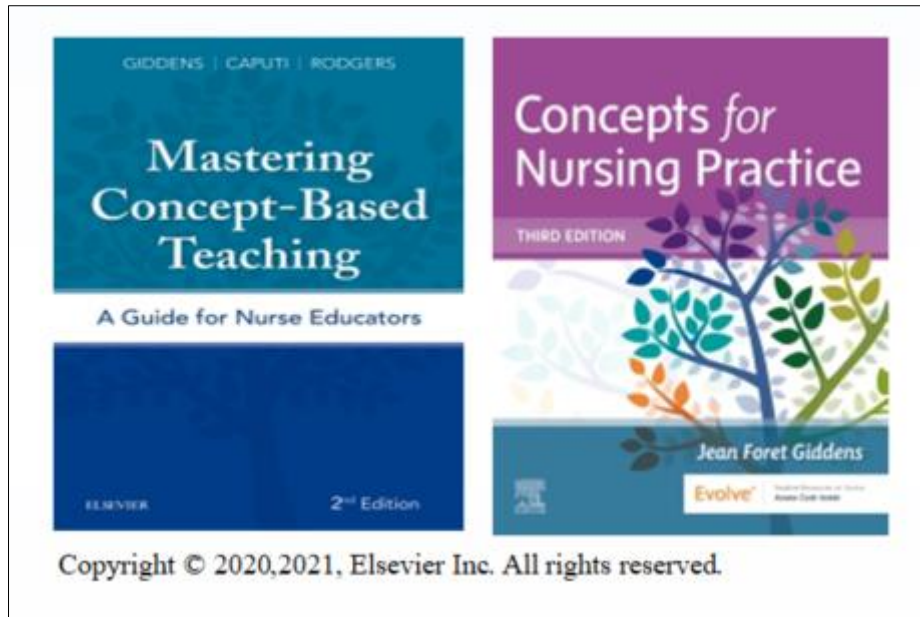


Fig: 2

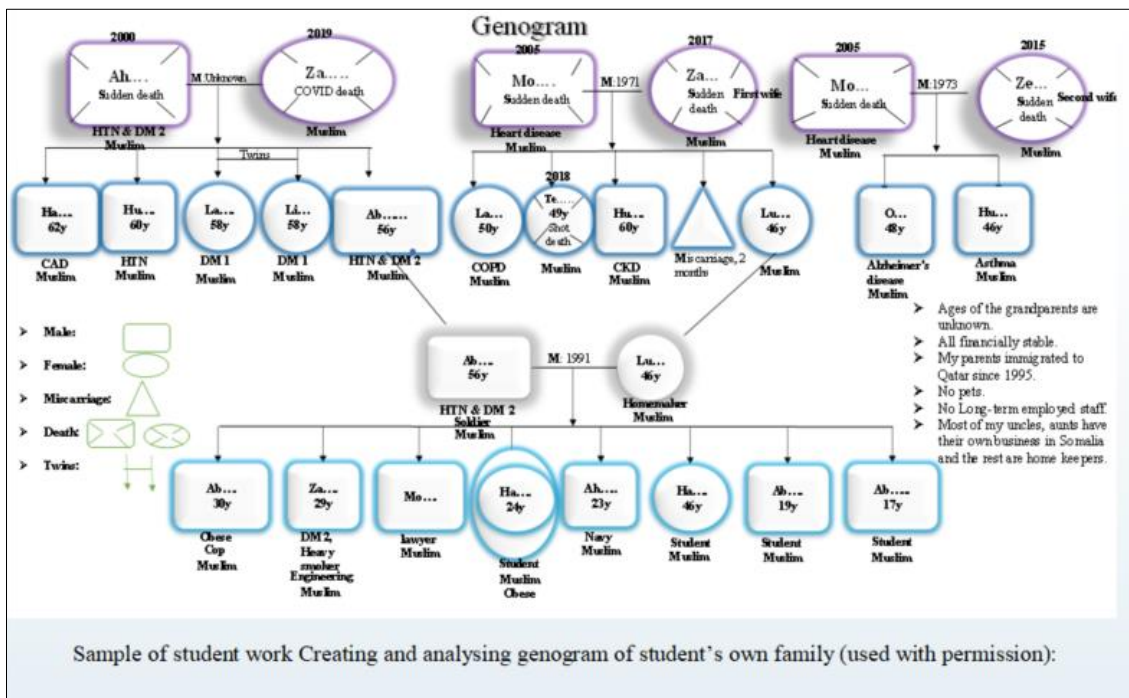


Fig: 3

**RESULT**

The study's results emphasize three key lessons:

- **Emphasis on Content Quality:** The concept-based approach advocates for quality over quantity in educational content. It prepares students for critical thinking and problem-solving in various nursing scenarios. For instance, case studies in Family in Transition classes enhanced students' critical and problem-solving skills.

- **Learning Material Concept Focus:** Educators are encouraged to not just deliver material, but also teach students to think critically like nurses, developing their communication and interpersonal skills. This was evident in classroom activities where students presented and analyzed concept maps.
- **Real-Life Experiences and Case Studies:** Aligning with adult learning principles, real-life experiences and case studies were used to

engage students with core nursing concepts. An example from the Family in Transition Nursing classes involved students assessing family structures through genograms in their assignments.

These lessons highlight a shift towards a more integrated and practical approach to nursing education.

## CONCLUSION

The research indicates that UCQ's Nursing Department has adopted a concept-based teaching and learning approach to better equip students with practical skills and a deeper understanding of nursing practices. This approach, prioritizing the practical application of nursing concepts, marks a significant shift from traditional teaching methods. It has led to changes in the nursing program's curriculum, emphasizing the need for administrators to refine the curriculum by reducing redundant information and materials, thereby maximizing the benefits of this concept-based approach.

## Limitation and Future Research

The study's limitations include its specific focus on UCQ, potentially limiting the generalizability of the findings. The absence of a comparative analysis with other educational methodologies may restrict a comprehensive understanding of the concept-based approach's effectiveness. Furthermore, reliance on qualitative data might introduce subjective biases. The implementation of this approach is resource-intensive and may not be feasible for all institutions. A longitudinal perspective to evaluate long-term impacts on graduates' careers is also lacking.

For future research, a broader scope involving comparative studies with different educational methods and diverse nursing education settings could provide more generalized results. Long-term studies to assess the impact on graduates' career success and adaptability in the healthcare sector would be beneficial. Additionally, exploring the approach's effectiveness across diverse student groups would enhance its practical application in nursing education. This future research could significantly contribute to evolving teaching strategies in nursing and other healthcare disciplines.

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