

Summary

This thesis deals with Problem-Based Learning (PBL), which is almost unknown in the Czech Republic, and its application in the undergraduate course of occupational therapy. This method is widely used abroad particularly in the medical education and education of other paramedical professions. More traditional way of teaching is maintained in the Faculty of Medicine in the Czech Republic. A large amount of information from various scientific and clinical disciplines that student cannot simply connect in logical context is taught in the traditional courses. Problem-Based Learning is a method that may compensate some needs of the traditional teaching. This thesis introduces PBL and shows examples of its application in teaching occupational therapy abroad.

The aim of this thesis is to determine the factors obstructing or facilitating the use of Problem-Based Learning method in the Czech Republic within the undergraduate occupational therapy curriculum, to determine the possibility of application of this method in teaching, to formulate recommendations for the implementation of PBL and to develop design of syllabus using PBL. To meet the objectives of the thesis semistructured interviews with faculty members of the occupational therapy studies at the 1st Medical Faculty of Charles University in Prague were used. Qualitative analysis using grounded theory and analysis of an interview with a foreign lecturer, an analysis of factors facilitating or obstructing the implementation of PBL, study of documents and organizational analysis were then made.

The analyses have shown a range of options how to use Problem-Based Learning in teaching occupational therapy at the 1st Medical Faculty of Charles University. Full implementation was proved unrealistic nowadays and rather partial forms of implementation were offered. It can be e.g. application of such method in the context of individual subjects, written work, or student placements during the bachelor degree and in the newly created master degree of occupational therapy practice. Results inform about the internal and external factors that have positive or negative impact on the implementation of PBL in occupational therapy education and on selecting implementation strategies. These factors are primarily the attitude of faculty members (teachers, leaders, faculty, etc.) to PBL and certain forms of implementation, the interconnection of organizational structure of the University, information resources, course organization, existing methods and forms of teaching or collaboration with foreign entities, economic factors including interest of future students in occupational therapy.

An important factor may be the attitude of the public towards new teaching methods such as PBL.

The work provides specific recommendations based on the analysis results. These recommendations are in the form of strategies to use the factors that support the implementation and strategies to eliminate factors that obstruct the implementation. A syllabus using PBL and respecting the proposed recommendations was designed.

According to experience from abroad the process of making changes is very challenging and misconception of PBL is the main pitfall of the implementation. One of the conditions for successful implementation of PBL to any extent is a PBL course for teachers.

Keywords: Problem-Based Learning, curriculum, occupational therapy education