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Interprofessional Team-Based Learning

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Background

- Interested in nurse practitioner education models and outcomes
- Fostering active learning
 - Team Based Learning (TBL)
- Charged with integrating interprofessional educational (IPE)
 - TBL is exceptional model for IPE

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Team Based Learning (TBL)

- Learner centered
- Role of the student shifts from passive recipient to being responsible for applying concepts and information to real-life problems in a team-based setting
- Promotes active participation
- 1 faculty can facilitate over 200 students in small groups
- Assess individual and team performance
- Can use with many topics
- Easy to do! 😊

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TBL - Outcomes

- Faculty satisfaction^{1,2}
- Higher levels of student engagement³
- Greater comprehension and retention of material⁴
- Promotes critical thinking and problem solving skills⁵
- Better than traditional teaching methods for students who might be struggling or need remediation⁶

¹Curvey SE et al. *Am J Pharm Educ.* Mar 10 2010;74(2):35.
²Dunn S. *Journal of Legal Studies Education.* 2007;24(1):59-108.
³Chang et al. *Med Teach.* Nov 2009;31(11):1013-1017.
⁴Franky B. Pollock PhD. *Am J Pharm Educ.* Dec 15 2011;75(10):204.
⁵MacIntyre & Park I.D. *Journal of Microbiology & Biology Education.* 2003;4:3-12.
⁶Kohn et al. *Med Educ.* Oct 2005;39(10):1045-1055.

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Phase 1: Advance Preparation

- Faculty selects reading assignments reflecting the topic or other outside preparation materials (i.e. narrated online lectures, etc.) that provide an understanding of concepts of the unit to be covered
- Faculty form groups of 5 – 7 students; groups should be diverse and individuals remain in the same group throughout the entire course as groups become "teams" over time
- Students complete assignments prior to coming to class

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Phase 2: Readiness Assurance

- Faculty develops one Readiness Test
- Students take the test individually (termed "Individual Readiness Assurance Test" or "IRAT")
- Students take the test as a team (termed "Group Readiness Assurance Test" or "GRAT")
- Partial or full credit is awarded to each team based on the number of times they scratch off a choice until the correct answer is reached
- Teams may appeal their missed questions – facilitator focuses discussion on what the students are having difficulty with rather than what they understand

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Phase 3: Application of Course Concepts

- Faculty develops problem-based application exercise using concepts from assigned materials with the following in mind:
 - The problem should be significant
 - Teams work on the same problem
 - Teams are required to make a choice
 - Teams report their answers simultaneously

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Implementation of TBL into the Classroom

- Applied pharmacology course
 - Adult-gerontology primary and acute care
- Blended course – met 3 times in person
- Distance sites – 1 facilitator/5 sites
- 2 TBL sessions
 - Topics: antibiotics and adverse drug reactions
 - Chose application cases that span scope of practice
- Developed materials interprofessionally
- Student and faculty evaluation
 - IRB approval

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Student Evaluation of TBL

- The Team-Based Learning Student Assessment Instrument
- 33-item Likert scale survey
- 3 subscales
 - *Accountability*
 - *Preference for Lecture or Team-Based Learning*
 - *Satisfaction*

Mennenga HA. Nurse Educ. Jul-Aug
2012;37(4):168-172

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Results

	Mean (SD)
Accountability	4.13 (.39)
Preference	3.64 (.46)
Satisfaction	4.15 (.56)
Overall Experience (Total Score)	3.90 (.38)

1 = Strongly Disagree; 5 = Strongly Agree

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Results – Student Comments

- I feel that the way these exercises were presented is better than traditional lecture. I like the combination of teamwork and lecture and honestly feel I remember more from these classes.
- I love TBL! I learn through interaction.
- I struggle a lot with listening to a lecture. The discussion helped me understand the content better. Plus feels more "real life" than textbook/lecture style learning.

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Faculty Comments

- Faculty preparation time no more than traditional lecture and outside readings
 - Can reuse materials subsequent semesters
- Students were more prepared
- Listening to team discussions allows for assessment of student comprehension
- Rewarding to watch students engaging
- Helpful to have experienced facilitator for first session – felt we could do independently after watching one
- Facilitator comments

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Current and Future TBL Experiences

- Continue TBL in our curriculum
 - Expand to other courses
 - Simulation + TBL
- Interprofessional TBL session (fall) – HRSA funding
- Continue to examine student outcomes
 - TBL assessment survey
 - Role perception

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References

- Team-Based Learning Collaborative's Web site:
<http://www.teambasedlearning.org/>
- Michaelsen L, Sweet M. The essential elements of team-based learning. *New Directions for Teaching and Learning*. 2008;116:7-27.
- Parmelee DX, Hudes P. Team-based learning: a relevant strategy in health professionals' education. *Med Teach*. 2012;34(5):411-413.
- Hrynchak P, Batty H. The educational theory basis of team-based learning. *Med Teach*. 2012;34(10):796-801.

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References

- Mennenga HA, Smyer T. A model for easily incorporating team-based learning into nursing education. *Int J Nurs Educ Scholarsh.* 2010;7:Article4.
- Mennenga HA. Development and psychometric testing of the Team-Based Learning Student Assessment Instrument. *Nurse Educ.* Jul-Aug 2012;37(4):168-172.
- "Immediate Feedback Assessment Technique" (IF-AT) (scratch off card with correct answer): can be ordered at www.epsteineducation.com

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References

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