Background
- Team based learning (TBL) has been successfully implemented into pharmacotherapy courses within pharmacy curriculum.1,2,3
- TBL is not routinely utilized as a method of teaching and learning within CUWSOP.
- This CUWSOP pharmacy student cohort received minimal exposure to TBL prior to their 3rd year pharmacotherapy course.
- Current TBL literature does not contain information on student preference regarding different strategies for delivery.

Objective
- Determine 3rd-year pharmacy student preferences for different TBL strategies utilized in a pharmacotherapy course.

Methods
- Pharmacotherapy instructors incorporated TBL strategies into each of the five units of the semester-long course using personal preference to determine delivery methods for:
  - Pre-recorded lectures and/or reading
  - Individual readiness assessment tests (IRATs)
  - Team readiness assessment tests (TRATs)
  - Cases
- Instructors assessed student preferences using a clicker-response survey at the end of the semester.

Results
- Instructors utilized TBL in seven lecture periods throughout the semester (Figure 1). Approximately 74% of students completed the survey.
- The majority of the class preferred:
  - Multiple pre-recorded mini-lectures (Figure 2)
  - Paper-based IRATs/TRATS (Figure 3)
  - All groups to receive the same case(s) (Figure 4)
  - Multiple focused cases (Figure 5)

Implications
- Results will be used to standardize the delivery of TBL in the future.
  - Student cohorts will likely have different learning style preferences so incorporation of a variety of TBL activities, with a focus on most preferred methods, may be necessary.
  - Results can be used by other programs and courses in the process of developing TBL.
  - Future direction may include surveying students to determine if pre- and post-preference for TBL activities change throughout the course of a semester.

References