

Trials, Tribulations and Triumphs of Team-Based Learning in Pharmacy Practice Education

AACP Annual Meeting – July 22, 2009

Session Instructions

1. Please collect a team number from one of the session presenters

2. Please sit at your assigned team number table

Trials, Tribulations and Triumphs of Team-Based Learning in Pharmacy Practice Education

AACP Annual Meeting - July 22, 2009

Univ. Tennessee

- Andrea Franks
- Alexander Guirguis
- Michelle Zingone

Univ. Oklahoma

- Susan Conway
- Ann Lloyd
- Melissa Medina

VCU

- Cindy Kirkwood
- Brigitte Sicat

Overview

- Part 1: TBL Overview
- Part 2: Demonstration
- Part 3: FAQ Panel
- Part 4: Questions/Discussion

Part 1: Overview

- ## TBL Definition
- TBL is an active learning strategy that helps students:
 1. develop critical thinking & problem solving skills
 2. practice defending recommendations
 3. develop teamwork skills
 4. integrate material across courses
 5. understand the ambiguity of practice
 6. self-assess their own learning

3 TBL Phases

The Three Phases of TBL

| Phase 1 | Phase 2 | Phase 3 |
|-----------------------------|--|--|
| Pre-Class preparation | Individual and Team Readiness Assurance Test | Application of Content to Therapeutic Problems and Clinical Dilemmas |
| Prior to class | During class | During class |
| Individual | Individual and Team | Team |
| 2 – 3 days time for review* | 1 st hour of class* | 2 nd and 3 rd hour of class 3-5 problems/hour* |

*amount of time depends on the class structure, this is 1 example of a 3 hr class

The Three Phases of TBL

| Phase 1 | Phase 2 | Phase 3 |
|-----------------------------|---|--|
| Pre-Class preparation | Individual and Team Readiness Assurance Test (IRAT & TRAT) | Application of Content to Therapeutic Problems and Clinical Dilemmas |
| Prior to class | During class | During class |
| Individual | Individual and Team | Team |
| 2 – 3 days time for review* | 1 st hour of class* | 2 nd and 3 rd hour of class 3-5 problems/hour* |

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The Three Phases of TBL

| Phase 1 | Phase 2 | Phase 3 |
|-----------------------------|--|---|
| Pre-Class preparation | Individual and Team Readiness Assurance Test | Application of Content to Therapeutic Problems and Clinical Dilemmas (CASES) |
| Prior to class | During class | During class |
| Individual | Individual and Team | Team |
| 2 – 3 days time for review* | 1 st hour of class* | 2 nd and 3 rd hour of class 3-4 problems/hour* |

*amount of time depends on the class structure, this is 1 example of a 3 hr class

Phase 1

Phase 1 - Preparation

- Individual study
- Specific, measurable, learning objectives
- Content
 - Handouts, assigned readings, video clips, practice problems
- Limit material to 30 pages of reading
- Preparation time: average 2 to 3 days
 - Time may vary depending on class structure

Phase 2

Phase 2 - Readiness Assurance

■ IRAT

- Individual Readiness Assurance Test
- Individual test
- Individual grade
- 10 minutes
- 10 to 15 multiple choice **questions to assess knowledge**
- Ensures individual accountability for material
- Ensures preparedness for case discussions

■ TRAT

- Team Readiness Assurance Test
- Taken as a team
- Same 10-15 multiple-choice questions as IRAT
- Receive team grade
- 10 minutes
- May use IFAT cards
- Second reinforcement of material
- Facilitators circulate to listen to team discussions

IRAT/TRAT Discussion

- If IFAT scratch cards used, students know correct answer, this section may be omitted
- If scantron used & students do not know answer:
 1. Facilitator collects TRAT
 2. Facilitator reviews each question
 3. Teams display answers simultaneously
 4. Teams explain their chosen answer
 5. This phase may include an appeals process

IRAT/TRAT Discussion Benefits

1. Third reinforcement of information
2. Clarification of information prior to phase three - case discussion
3. Allows faculty to clarify other content from pre-class assignments prior to phase 3

Phase 3

Phase 3--Application

- Hours 2 and 3 of TBL session
 - 4 cases/hour
- 1. Case discussion within the team
 - 5 to 7 minutes
- 2. Class discussion between teams
 - 5 to 7 minutes
- 3. Facilitator input, feedback and summary

TBL Case Features

- Reinforces concepts
- Presents common problems
- Multiple-choice case answers all plausible
 - Avoid 1 correct answer
 - Introduces ambiguity of practice
 - Promotes discussion and decision making

TBL Team Discussion Time

- All teams work on same problem(s) at same time*
- Teams may use any references they choose
- Facilitators move throughout room during discussion time
- Teams submit written justification of their answer for a grade
- Time-limited

*this may vary, some answer 1 question then debrief, others group questions

Class Discussion of Cases

- Class discussion time
 - Simultaneous reporting of answers
 - One facilitator conducts discussion
 - Team participation voluntary
 - Incentives for participation can be given
 - If multi-campus present
 - Facilitator alternates engaging teams between campuses to ensure fairness

Faculty Role in TBL

Faculty's Role in TBL

- Selects most important TBL content
 - Selects/develops preparation materials
 - Writes detailed objectives
 - Writes RAT questions and cases
- Monitors/proctors RATs
- Facilitates team & classroom discussion
- Provides feedback about learning
- Grades cases & assesses team participation

Opportunities for Student Assessments

3 Categories of Student Assessments

1. Individual performance
 - IRAT, midterms, exams
2. Team performance
 - TRAT, written cases, participation
3. Peer assessment
 - Feedback from peers, feedback from faculty about contribution to team

**Part 2:
Interactive TBL Live
Demonstration**
