Team-based Learning in a Bachelor of Nursing Course

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Why Team-based Learning?

• To solve a problem
  – Uneven class engagement among students
  – Large energy output by teacher
  – Class felt ‘flat’
  – I could not tell what students had learned
  – Unable to experience students as people with strengths and ideas
  – Looking out into a sea of bored faces is stressful
  – Facebook default setting for disengaged students
What is Team-based Learning?

• Has 3 parts to each session which are repeated
  – Preparative
  – Readiness assurance
  – Application

• Has a summative peer assessment component

• Students are divided into diverse teams of 5
  – Harnessing diversity and sharing talent equitably
Preparative

• Students read the course material prior to coming to class. Known as “Flipped”

• Why this is helpful:
  - Reading is a solitary and quiet activity which is done before class, allowing discussion to take place in class. Content delivery moves out of the class.
  - Content digestion is responsibility of student so learning discipline
Readiness assurance tests

• First thing each day students sit a test of 10 MCQs individually. Then sit same tests as a team. Instant assessment feedback.

• Why this is helpful:
  - Learning to rationalise why an answer is correct leads to increased understanding.
  - Instant feedback builds confidence.
  - Team members pull together to get a good result. Summative so members ensure they are prepared and don’t let team down
  - Promotes professional behavior – arrive on time
1. The nurse who cares for the client with a paranoid personality disorder might anticipate that the client will be

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>suspicious and unwilling to confide.</td>
</tr>
<tr>
<td>B</td>
<td>3%</td>
<td>benignly arrogant.</td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
<td>preoccupied with sex.</td>
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<tr>
<td>D</td>
<td>3%</td>
<td>delusional in their thinking.</td>
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2. A client has been diagnosed as having an antisocial personality disorder. The nurse should explain to the client’s family members that clients with this disorder often

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<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>62%</td>
<td>feel anxious in social situations.</td>
</tr>
<tr>
<td>B</td>
<td>10%</td>
<td>have low self-esteem.</td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
<td>have an easy-going temperament.</td>
</tr>
<tr>
<td>D</td>
<td>28%</td>
<td>lack remorse for their transgressions.</td>
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3. A review of the research literature shows that there is a weak evidence base for what constitutes effective nursing management of personality disorder, although there is stronger evidence that the most useful approach is delivered by

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<tr>
<td>A</td>
<td>14%</td>
<td>individual psychotherapy.</td>
</tr>
<tr>
<td>B</td>
<td>79%</td>
<td>a multidisciplinary team.</td>
</tr>
<tr>
<td>C</td>
<td>7%</td>
<td>a psychologist.</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
<td>an occupational therapist.</td>
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Application Based Scenarios

• Real world scenarios. Each team solves the same problem at the same time. Teacher in charge of facilitating the discussion

• Why this is helpful:
  - Rationalising answers - knowledge articulation
  - Prevents ‘social loafing’
  - Team cohesion is fostered
  - Caring is overt and evident
Peer Assessment

• [https://teammatesv4.appspot.com/](https://teammatesv4.appspot.com/)

• Sample questions which students rate each other:

  “Demonstrates a good balance between active listening and participation”
  “Asks useful or probing questions”
  “Shares information and personal understanding”
  “Is well prepared for team activities”
  “Identifies limits of personal knowledge”
  “Is clear when explaining things to others”
  “Gives useful feedback to others”
Diverse teams

- Teacher assigns diverse teams which students remain in. Replicates real world settings. All group work is done in class. Teach each other.

- Why this is helpful:
  - Talent spread equitably
  - Difference enhances a setting
  - Team pulls together to manage anxiety (caring) and to get good result
What students say about TBL

• I could be asked at any time to speak so I stayed alert
• It’s good to hear from a range of people
• I have never read all that I should. TBL makes me do what I know is good.
• The team set up means I get to know people I have never spoken to
• I really like hearing from others, I learn a lot that way
• Because there is a team result, I work a lot harder so I don’t let my team down
• It has been great learning about different cultural ideas about mental health care – I wouldn’t have had that with lectures
• The effort of reading is really worthwhile
• Knowing my score of the tests each day helps me feel confident
• The reading take a long time
Teacher observations

• Energy exchange is more balanced
• Because content not being delivered, can attend to needs (triggered)
• Instant feedback so weakly understood concepts identified, managed quickly/actively
• Wonderful to see caring happening in the class
• Teamwork skills are fostered
Challenges

• Redevelopment and radical change took extraordinary effort
• Some students may not feel TBL as a good fit
• Remember to facilitate discussion, not give answers
• Managing ungenerous team members
Requirements to undertake TBL method

- Consider personal teaching style
- Robust dept. support and resources
- Technical skills
- Facilitation skills
- Ideally a community of practice & mentoring
- Time for radical course redevelopment