Team Based Learning in Interprofessional Education

IPE Ontario, January 2010

Lynne Grant, Gary Kapelus, Sai Vemulakonda
This presentation will describe:

1. the essential principles and approach of the Michaelsen TBL model,
2. how we have adapted this model for our existing IPE curriculum,
3. how we have used learning technologies to support this new approach, and
4. the initial results of our pilot experience with TBL.
George Brown College is an urban Toronto community college with various downtown campuses.

The *Centre for Health Sciences*, with over 2,500 full time students, includes 17 programs organized within the four Schools of:

- Nursing,
- Dental Health,
- Health and Wellness, and
- Health Services Management.
Collaboration: The Future of Health Care in Canada

• 15 week, 42 hour General Education credit, offered every semester since Sept 2007

• Between 90-210 students each semester from 2-3 health science programs

• Different program/student mix each semester

• Fall 2009 involved 3 dental health disciplines
In this course, students receive:

- A broad understanding of collaboration and teamwork in health care
- An overview to the Canadian health care system
- An introduction to the roles and scopes of other professions
- An opportunity to reflect on teamwork, and their own and others’ strengths and weaknesses
4 Key Principles of Team Based Learning:

1. Groups must be properly formed and managed

2. Students must be accountable for the quality of their individual and group work

3. Students must receive frequent and timely feedback

4. Team assignments must promote both learning and team development
A shift in paradigm:

1. Shift from *knowing* concepts to *using* concepts for problem-solving
2. Teacher shifts from *expert* to *guide*
3. Students shift from *passive* learners with limited responsibility for their learning to *active* learners with greater responsibility for their learning
**TBL approach:**

- individual study,
- ensuring exposure to course content through the Readiness Assurance Process (RAP) which includes:
  - individual (IRAT) and group (GRAT) readiness assurance tests, and
  - immediate instructor feedback (instant grading of the GRAT), and verbal explanation, as necessary, from the instructor
TBL approach (cont’d):

• application oriented activities,
• instructor led debriefing,
• peer evaluation, and
• a grading system that rewards both individual and team performance and individual contributions to the success of the team
How we have adapted the TBL model for IPE curriculum

Components:

1. Interprofessional teams
2. Individual study
3. Individual and team tests
4. Immediate instructor feedback
5. Application and interprofessional oriented activities
6. Instructor-led debriefing
7. Peer evaluation
How we have adapted the TBL model for IPE curriculum

Grading system:
1. Individual quizzes (individual marks) 40%
2. Team assignments (shared marks) 50%
3. Peer evaluation (individual marks) 10%
How we used learning technologies to support this

- WebCT-Blackboard
  - Weekly content
  - Weekly online quizzes
- Clicker technology for group quizzes
Initial results of our pilot with TBL

Our impressions

• Students more engaged in the classroom
• Student discussion is more focused on the team assignment
• Higher quality team development
• More interest in learning about other professions
• Greater investment in peer evaluations
Student feedback

- Regarding the structure of the course
  - Acknowledged students as adult learners capable of self-direction

- Regarding the use of individual and team quizzes
  - Effective way to reinforce key concepts from the readings
Student feedback (cont’d)

• Regarding team assignments
  - Reinforced learning by applying concepts in joint problem solving
  - Appreciated the focus both on content and process (the group dynamics)
Initial results of our pilot with TBL

Student feedback (cont’d)

- Regarding working in teams
  - Enjoyed working on team assignments
  - Learned from and about each other
  - Willingness to share marks
  - Impact of peer evaluation
“I really enjoyed being part of a team consisting of other dental professionals. It brought a lot of different and valuable ideas to our discussions. I believe we learned a lot about each others’ fields of study and the importance of working together as a team, despite being in different fields of dental health”
Questions?

Thank you for your interest!

For more information, please contact:
Gary Kapelus at gkapelus@georgebrown.ca

Larry Michaelsen’s work in TBL is described at:
http://teambasedlearning.apsc.ubc.ca/