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Team-Based Learning in Physical Therapy

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Team-Based Learning in Physical Therapy

Cassy Turner, PT, DPT, OCS

UNLV

Best Teaching Practices Expo 2020

The practice and the need it addresses

Team-Based Learning (TBL)

- TBL was introduced to DPT 732 Therapeutic Exercise in Spring 2018.
- Historically, students come in to DPT 732 with a significant variation in levels of past experience & knowledge on the topic.
- My decision to implement TBL to DPT 732 was related to a small number of students still reporting feeling unprepared to teach therapeutic exercise during their first clinical experience after this class.



Goals:

- Encourage less experienced students to take more accountability for their own learning.
- For students with more experience to begin to step into a teaching role, related to our program's goal of encouraging our graduates to become clinical instructors in the future.
- Empower all students to function as a team which is important for future healthcare providers.

Evidence this practice benefits UNLV Students

The Results & Responses

- TBL has been used for the 2018 & 2019 Spring semesters.
- Students are no longer reporting feeling unprepared for their first clinical when prescribing therapeutic exercise.
- Students were surveyed using the TBL-SAI, and given the opportunity to do a Midterm and Final Peer Assessment.

Student comments:

- "I thought it was a good way to engage in the material."
- "Great experience and way to learn."
- "I appreciated the integration of TBL this semester...I felt responsible for the material & was able to apply it better in Lab."
- "Initially I was hesitant to start TBL, but I think combining the experience of everyone in the group led to thoughtful discussions and helped me bond with my classmates more."
- "The value of TBL depends on who you end up grouped with. Sometimes people compliment my learning style and sometimes they don't."
- "Taking tests as a groups was only moderately helpful. The benefit of this set up was I was forced to be prepared before the professor lectured, making more effective study habits later."

Resources and where to find them

TBL Resources & References

- Epstein Educational Enterprises. (2019). What is the IF-AT? <http://www.epsteineducation.com/home/about/>

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)					
Name	Team #3			Test #	1
Subject				Total	23
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.			*		4
2.	*				2
3.				*	4
4.				*	4
5.		*			4
6.	*				4
7.	*				0
8.		*			4
9.					
10.					

- Livingston, B. Lundy, M. & Harrington, S. (2014). Physical therapy students' perceptions of team-based learning in gross anatomy using the Team-Based Learning Student Assessment Instrument. *Journal of Educational Evaluation for Health Professions*, 11(1), 1-10. doi: 10.3552/jeehp.2014.11.1
- Mennenga, H. (2012). Development and psychometric testing of the Team-Based Learning Student Assessment Instrument. *Nurse Educator*, 37(4), 168-172.
- Michaelsen, L.K., Sweet, M. (2008). The essential elements of team-based learning. *New Directions for Teaching and Learning*, 116, 7-27. doi: 10.1002/tl.330

How other UNLV teachers might adopt this practice

Adopting TBL Practices

- DPT 732 has both a Lab and Lecture portion.
- Students create their own team names.
- TBL uses i- RATS & t-RATS at the beginning of Lecture class sessions, requiring students to review recorded material prior to coming to class, in order to be ready for the tests.
- Learning activities are developed related to the content for in-class time which can facilitate greater engagement, grasp of the material, and preparation for Lab class.
- Students work in their TBL groups on Lab cases, activities and for practical exams.



- TBL could be applied in many different scenarios and subjects, and is quite straight forward to adopt, with a little imagination.
- i-RATS are performed on ExamSoft.
- t-RAT cards are purchased, with each group using 1 card per semester.
- iClicker, Kahoot or Canvas are alternative cost-effective test platforms.