

Lessons Learned: Implementation of TBL in an Online Asynchronous Graduate Level Nursing Course

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Team Based Learning

Team based learning (TBL) has been found to **stimulate** out-of-class study, **encourage** high levels of in-class participation, **increase teamwork** among students, and **influence** positive changes in students' attitudes about working within teams.



Course Description

This **graduate level nursing course** examined social determinants of health (DOH) and their impacts. This course prepares students to analyze the root cause differences in the health of individuals and populations into their nursing practice.

Student Population

At a large Midwestern university, 136 graduate nursing students enrolled in this 16-week course.

Program	Local	Regional	Total
Doctor of Philosophy (PhD)	4	0	4
Doctor of Nursing Practice (DNP)	48	22	70
Master of Science (MS)	62	0	62
			136

Course Objectives

- ❖ **Analyze** the impact of societal values, norms, governance, and policies on daily living conditions and health equity.
- ❖ **Integrate** concepts of DOH and intersectionality.
- ❖ **Apply** principles of social justice to develop population strategies for health promotion, disease prevention, and harm reduction.
- ❖ **Develop** interprofessional and community-based strategies to promote sustainable partnerships to address DOH at local, national, and international levels.
- ❖ **Cultivate** holistic, multilevel care practices that promote optimal wellness for self, individuals/families, and communities.
- ❖ **Examine** ethical decision making models as applied to nursing and issues of health inequity.



Learning Modules

- ❖ Social and economic status, race, ethnicity as fundamental DOH.
- ❖ Physical, social, and psychosocial environments as DOH and health inequity.
- ❖ Role of healthcare in the generation, reinforcement, and mitigation of health disparities.
- ❖ Health inequities: Local, national, and international responses.

Lessons Learned

Through course implementation, **areas of improvement** were identified within each TBL component. **Recommendations** were made to address these findings, in order to improve the overall quality of the course.

TBL Components	Findings	Recommendations
Team Formation	5-7 students per team	Decrease team from 7 to 5 students
Orientation	Brief description of TBL	More in depth description and purpose for using TBL
	One week with new student enrollment into Week 2	Two weeks with new student enrollment ending Week 1
	Orientation RAT administered during Week 1	Move orientation RAT to Week 2
Readings	Only provided reference list	Provide a reading guide along with references
iRAT	High weighted grade	Students determine weighted grades, parameters provided
	Untimed, open book, available for a week	Timed, closed book, limited availability (24 hours)
	Specific test questions	Change to general conceptual test questions
tRAT	Untimed, open book, available for 4 days	Untimed, closed book, limited availability (72 hours)
Application Activities	All 4Ss were not being utilized	Include all 4Ss, specifically same problem and choice
	Focused on product development (i.e., presentation)	Focus more on class discussion
Formative Peer Evaluation	Developed by faculty and shared with faculty	Students develop and share with their peers excluding faculty



Implications

These recommendations were successfully incorporated into this course the following semester. Future course implementation will include surveying students upon enrollment to ensure **diversity** within teams. Future research will involve measuring students' **satisfaction** using TBL, in addition to continuation of faculty reflections related to the delivery of a TBL course in an online asynchronous environment.

Conclusions

Even though faculty endured numerous challenges from the paradigmatic shift of teaching a course grounded in TBL methodology to the logistics of delivering an online asynchronous course, **136 graduate nursing students** successfully completed the course and were exposed to TBL. Faculty have already noticed an **increased level of satisfaction** in the next cohort of students with the implementation of these recommendations. Faculty will continue to refine and develop this course using TBL.

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