

Transforming Ethics Education for Nurses Using Team Based Learning

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Agenda

- Quick Review of TBL
 - 4 key principles
 - 3-4 step instructional sequence
- Assign teams
- Application Activities
 - Case analysis

TBL Objectives

- Ensure that students **master the course subject matter**
- Develop student **ability to use course concepts** in thinking and problem solving
- Prepare students to be **life-long learners**
- Develop students' **interpersonal and team interaction skills**
- Have students **enjoy the course**

Student Skills to Foster

- **Teamwork**
- **Problem Analysis**
- **Goal Setting**
 - Identify Appropriate Criteria for Decision Making
- **Identification of Alternatives**
 - Develop Alternative Choices
- **Evaluation: Positive and Negative Consequences**
 - Evaluate the Positive and Negative Aspects of Alternative Choices Prior to Making a Decision

4 TBL Key Principles

1. Team Formation

- Identify key characteristics of students (values analysis)
- Create teams with diverse skills and talents
- Limit teams to 5-7 members
- Create Teams

2. Accountability

- Individual pre class preparation
- Contribution to team assignments
- Contribution to team functioning
- Grading system that encourages accountability

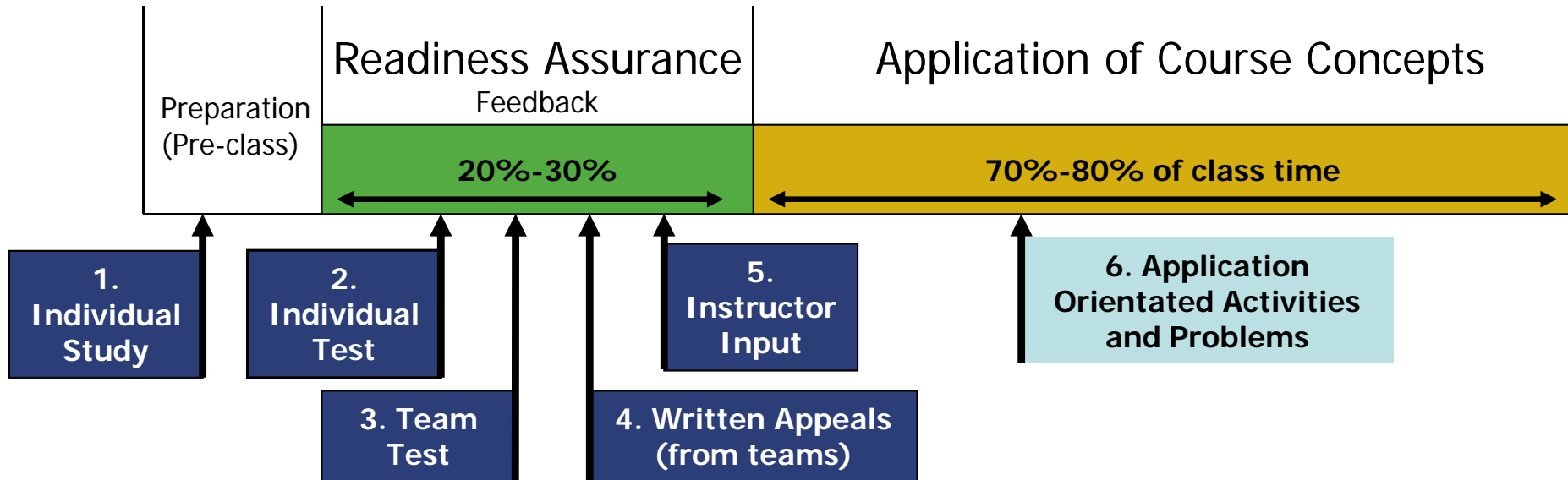
3. Assignment Quality

- Effective TBL Activities
 - Teams work together to make complex, multifaceted decisions
 - Report decisions in a simple format
- Same Problem
- Specific Choice
- Simultaneous Reporting

4. Timely Feedback

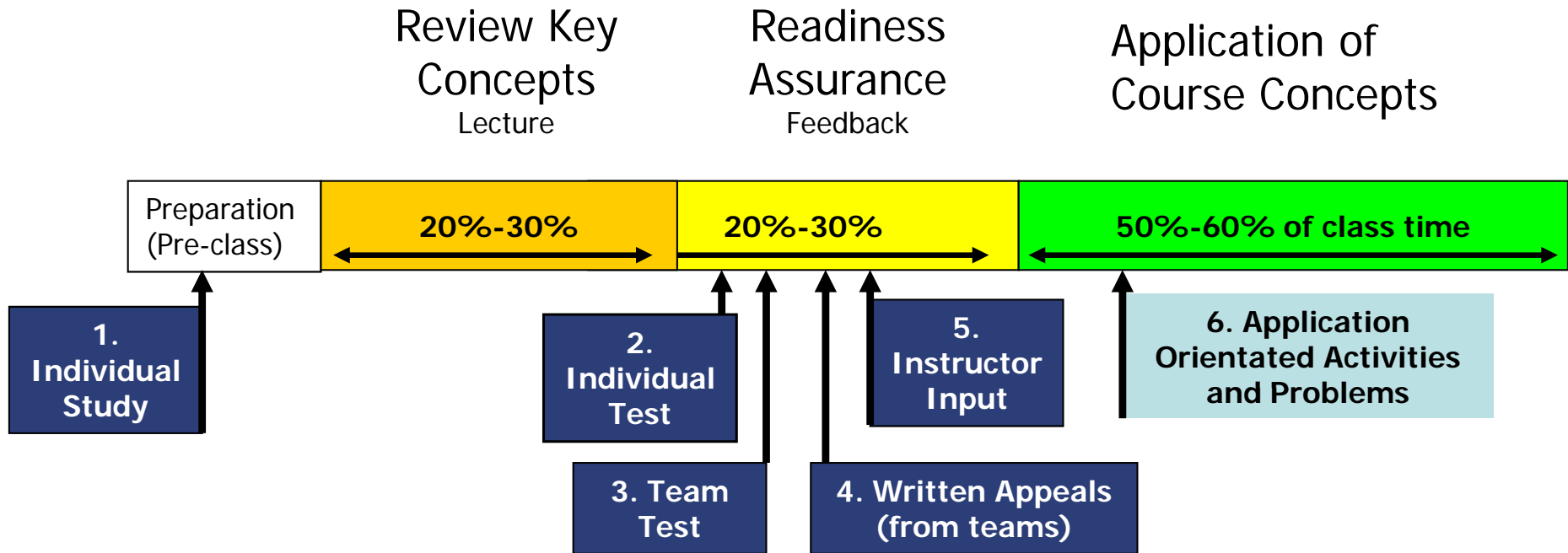
- Readiness Assessment Process (RAP)
 - Individual Readiness Assessment Test (IRAT)
 - Team Readiness Assessment Test (TRAT)
 - Appeals process (one week turn around)
 - Instructor feedback
- Intra-Team discussion
- Inter-Team discussion

3 Step Instructional Sequence



Readings
Readiness Assurance
Application Exercises

4 Step Instructional Sequence



Readings
Review
Readiness Assurance
Application Exercises

Readiness Assurance Process

Individual Test

ABF-10-ID-100A

STUDENTS

- EXAMPLE: A B C D E
- MAKE DARK MARKS
 - ERASE COMPLETELY TO CHANGE
 - MAKE NO STRAY MARKS

INSTRUCTORS

- KEY:** Mark this box on Key sheet.
- VERIFY:** Prints correct responses next to incorrect answers. If Verify is not marked, a dash will print next to incorrect answers.
- RESCORE:** Rescores a previously scored test. Automatically prints correct responses.

NAME _____

SUBJECT _____

DATE _____ PERIOD _____

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Team Test

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)



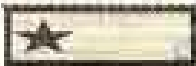


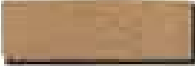

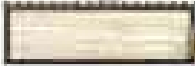
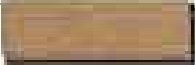

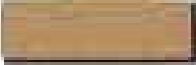
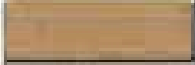



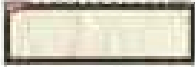

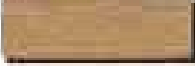










Name TEAM #1

Test # 1

Subject _____

Total 34

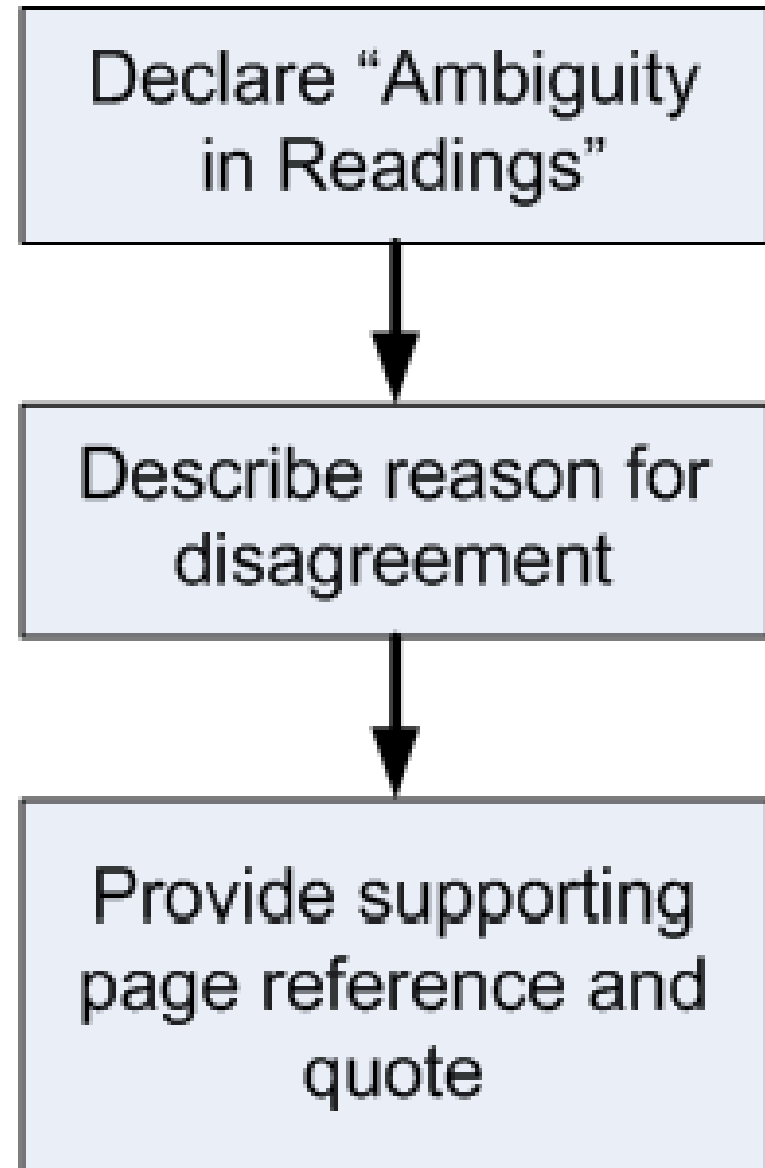
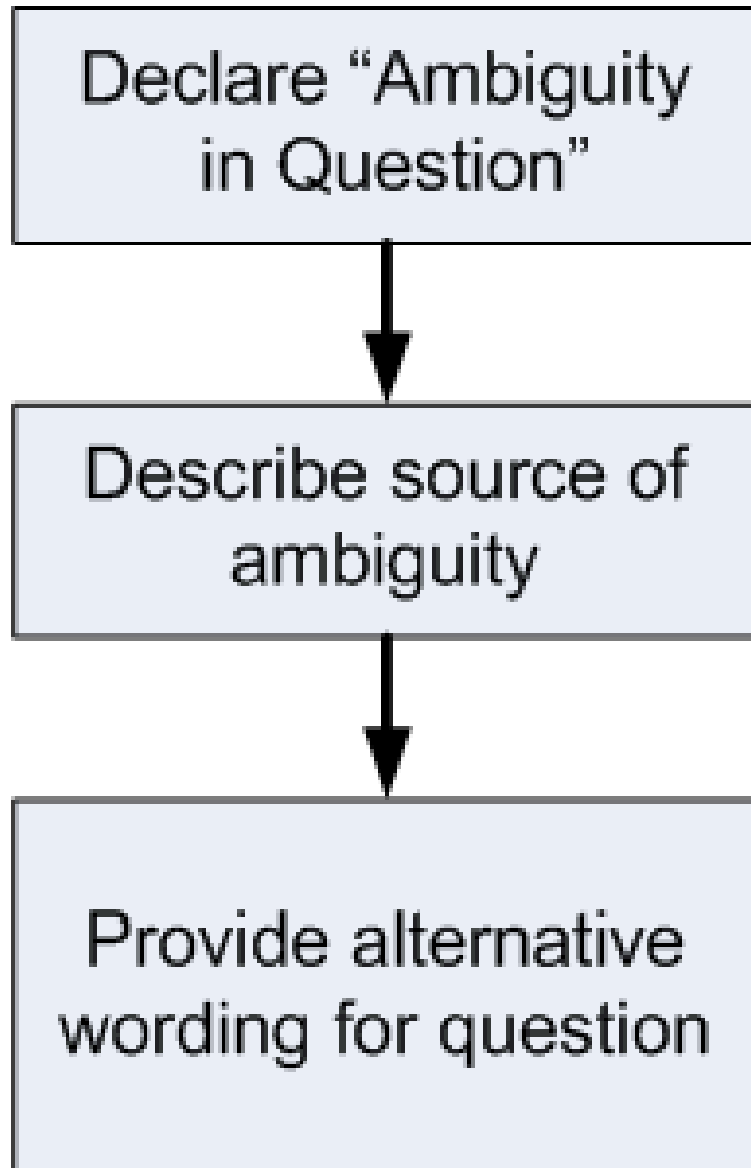
SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
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3.					<u>4</u>
4.					<u>2</u>
5.					<u>4</u>
6.					<u>4</u>
7.					<u> </u>

TRAT Scoring

- 10 points for a correct answer
- 6 points for a correct answer on the second choice
- 3 points for a correct answer on the third choice
- 1 points for a correct answer on the fourth choice

Appeals Process



Activity and Discussion

(clarification and reinforcement of
key points)

At the end of each RAP class, each group must turn in their group folder. All materials must be returned; test questions, individual scantrons and the group IFAT (scratch off). If any item is missing from a group folder, the ENTIRE group will receive **ZERO** “0” points for the day.

Grade Weights

- Make a List
 - Four performance measures (IRAT, TRAT, Group Activity, and peer evaluation)
- Make A Choice
 - Rank order the importance of the four measures
- Make a Specific Choice
 - Assign a percent weight (of 100) to each measure

4 S's of Successful TBL Exercises

Same Problem

Individuals and teams work on the same problem, case or question

Specific Choice

Individuals and teams must use course concepts to make a specific choice

Simultaneous Report

Individuals and teams report their choices simultaneously
Visibility of student thinking important

Significant Problem

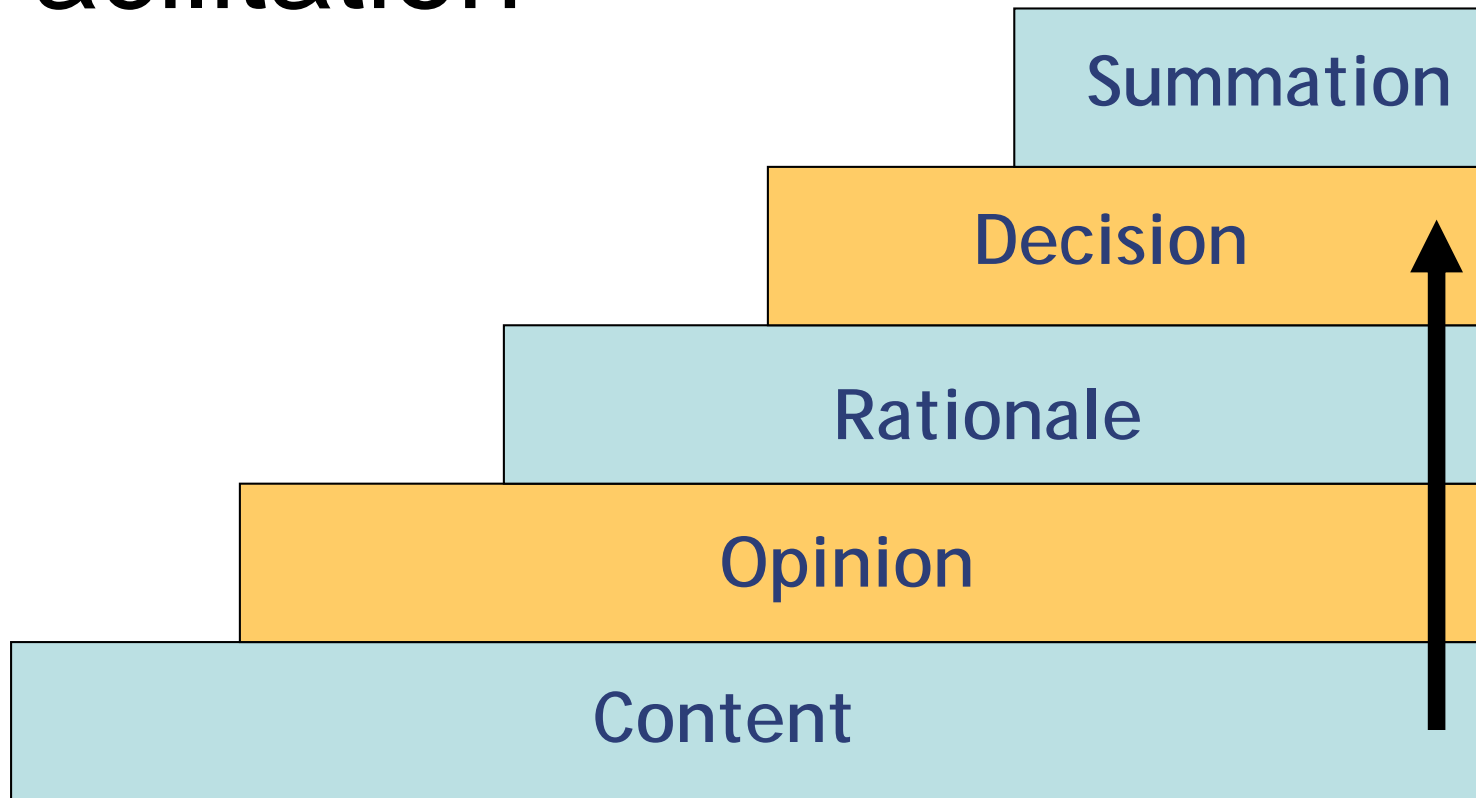
Creating Effective Team Assignments for Team Based Learning

Case Analysis (sample activity)

Expelled Nursing Student

- Part One
 - Individual Assignment – Identify what you feel is the best action (answer questions).
- Part Two
 - Team Assignment – come to consensus
- Part Three
 - What would your team's recommendation be for the school?

CORDS Model for Discussion Facilitation



Activity Assessment Options

Team Summary

- 1 page reflective summary “minute paper”
- Your team decision
- Did your group reach consensus easily?
- Two most compelling supporting factors
- Most important confounding consideration
- Was your decision changed by the discussion?
- What was a factor that your group did not fully consider that was revealed in the discussion?