Improving Effective Interdisciplinary Team Work Using Team-Based Learning within the NH-ME LEND Curriculum: Evaluation from Year 2
Rae Sonnenmeier, PhD, Alan Kurtz, PhD, Betsy Humphreys, PhD, & Susan Russell, MS

Core Elements of Team Based Learning
“A special form of collaborative learning using a special sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to the discussion.” - Michael Sweet (n.d.)

Getting Started
• Review of Goals & Expectations
• Form Permanent Teams (5-7 members)
• Preparation (Readings, Lecture Capture, Website Reviews)
• Readiness Assurance Test* (Individual & Team)
• Mini Lecture re Core Concepts
• Case-based Applications (Significant Problem, Specific Decision)
• Integrative Assignment*

Frequent & Timely Feedback Peer Evaluation*

In-Class Team Application Activities

Accountability: Readiness Assurance Process
• Degree to which iRAT contributed to professional/leadership goals

Improvements Based on Year 1 Evaluation
• Expanded strategies to engage a large faculty in TBL methodology
• Defined clear learning outcomes for each content module
• Identified “table of contents” readings and developed reading guides based on the learning outcomes to balance quality vs. quantity of preparation materials
• Developed faculty skills in writing readiness assurance test questions using Bloom’s Taxonomy to improve the assessment process and to ensure focus on content discussions
• Developed faculty comfort and skill to focus on key concepts during “mini-lectures” to support case application activities
• Added instruction on providing peer feedback

Comparison of Trainees’ Program Evaluation from Year 1 (2015) and Year 2 (2016)

Questions for Future Improvement
• How can we integrate higher level critical thinking into Readiness Assurance tests?
• How can we engage trainees in providing meaningful peer feedback?
• How can we engage the trainees in complex and challenging case application activities to integrate content and foster leadership skills?

Background
NH-ME LEND adopted Team-Based Learning beginning in fall 2014 to:
• Use a consistent instructional methodology and coordinate instruction across content modules among all faculty
• Actively engage a diverse group of learners
• Strengthen trainees’ mastery of content, critical thinking skills, and interdisciplinary team work
• Maximize face-to-face time and the use of technology

UNH and UMaine LEND trainees and faculty engage Team-Based Learning in weekly seminars via video conferencing using Zoom technology

UNH and UMaine LEND trainees share their discussions based on case-based application activities

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