TEAM–BASED LEARNING IN AN INTERPROFESSIONAL RESEARCH METHODS COURSE

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Conflicts of Interest and Disclosures: Neither the planner or presenter indicated that they have any real or perceived vested interest that relate to this presentation.
Objectives

- Articulate the need to incorporate creative pedagogical strategies in an interprofessional research methods course.

- Describe the implementation of team-based learning pedagogy to facilitate learner attainment of IPE competencies.

- Discuss evaluation of student learning outcomes using the RIPLS tool relative to IPE competencies.
Student Experiences in Nursing Research Courses

- Historically students tend to perceive research methods courses as negative.
- Often students retention of content is limited.
- Lack of retention leads to limit success in future coursework.
- Not connected to real life situations and concerns.
- Unclear how it relates to their future work or practice (Lei, 2010).
- Students come to the course often with a lack of interest and involvement in research activities (Bard et al., 2000).
Past research indicates research skills are inadequately taught (Royalty & Reising, 1986; Wampold, 1986).

Poorly taught courses create low interest and have a negative effect on students willingness to engage in research activities (Papanastasiou, 2005; Lei, 2008).

Must develop and maintain learner interest by capturing the attention of students.
Choosing a Focus

- The topic of **football and concussions** was selected as the focus of the course.
- Semester-long ‘case study’
PICO Question

For otherwise healthy individuals, does having a remote history of playing football compared to no exposure to football increase the likelihood of cognitive impairment and mental health issues later in life?
Implementation

- Team based learning pedagogy (Sweet & Michaelson, 2012)
  - Formation of permanent teams with contract and essential agreements.
  - Readiness assurance including individual quizzes, team quiz.
  - Application activities using concussion as a thread for EBP.

- Peer evaluation at midterm and final week of course
Readiness for Interprofessional Learning Scale

- Readiness for Interprofessional Learning Scale (RIPLS) tool developed by Parsell & Bligh (1999) and modified by McFayden et al. (2005).

- 19 items organized into 4 subscales.
  - Teamwork and collaboration (items 1-9)
  - Negative professional identity (items 10-12)
  - Positive professional identity (items 13-16)
  - Roles and responsibilities (items 17-19)
RIPLS Analysis: Fall semester

- RIPLS tool administered first and last day of class.
- 60 students in class.
- Students used last 4 digits of phone number as code.
- 60 students completed survey at beginning of course.
- 50 students completed survey at end of course.
- Paired t-tests of 48 students.
## RIPLS subscales paired t-test results: Fall semester

<table>
<thead>
<tr>
<th>RIPLS Subscale</th>
<th>Measurement</th>
<th>Mean</th>
<th>t-test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork and Collaboration (items 1–9)</td>
<td>Pre Post</td>
<td>40.3036</td>
<td>39.9034</td>
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<td>Negative Professional Identify (items 10–12)</td>
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<td>Roles and Responsibilities (items 17–19)</td>
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<td>6.9459</td>
<td>6.5512</td>
<td>1.537</td>
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</tbody>
</table>
RIPLS Analysis: Spring semester

- RIPLS tool administered first and last day of class.
- 52 students in class.
- Non-parametric comparison of scores of 42 students.
# RIPLS subscales Wilcoxon Signed Ranks Test: Spring semester

<table>
<thead>
<tr>
<th>RIPLS Subscale</th>
<th>Measurement</th>
<th>Mean</th>
<th>p value</th>
</tr>
</thead>
<tbody>
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<td>17.3043</td>
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<td>Roles and Responsibilities (items 17–19)</td>
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<td>6.9565</td>
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</table>
Conclusion & Recommendations

- Use a team-based pedagogy to facilitate student achievement of IPE competencies.
- Incorporate significant, interprofessional topics to engage students.
- Connect research within the social, political, and ethical context to foster interest in research and EBP.
- Consider other tools to assess interprofessional competencies.
- Resource: https://nexsusipe.org/
Questions????


