



**University of
Sunderland**

Currey, J, McFarland, M, Sawdon, Marina, Tweddell, S and Dearnley, C (2017) Leveraging Team-Based Learning Curricula to Develop Professionalism in Students. In: TBLC Annual Conference, 1-3 March 2018, San Diego, USA. (Unpublished)

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/8143/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Title of workshop: *Leveraging Team-Based Learning Curricula to Develop Professionalism in Students*

Program Abstract (300 word max)

For students, particularly those in health professionals, the development of professionalism is a critical aspect of learning. Professionalism is often recognised as an individual possessing soft skills, a term that belies the essential nature of such skills and the difficulty involved in embedding these into curricula. These soft skills are often characterised by, but not limited to, teamwork, leadership and communication knowledge, skills, behaviours and attitudes. Professional behaviours incorporate management of self and others and may also be observed when influencing at organisational level or representing the organisation.

There have been informal instructor observations reporting a difference in soft skill development of students in a TBL classroom compared to lecture-based classrooms. However, this may not be routinely observed in all TBL classrooms. Though the TBL method helps students improve student capabilities such as communication and teamwork, course policies and design should also emphasize development of professionalism, including professional behaviours, among learners. These course elements need to be deliberately designed, included in course assessments, and appropriately modelled by the instructor or facilitator.

During this workshop, participants will have the opportunity to discuss various course elements aimed at developing professionalism knowledge, skills, attitudes and behaviours that can be considered for incorporation into courses that use TBL.

Track: Fundamentals Track

Presented at TBLC before: No

Research Funding: No

Commercial product/service: No

Organizer and co-leaders: for each person who will facilitate the workshop, submit name, degree, institution, email, phone, and qualifications for leading the workshop. Designate one person to communicate with the program committee.

Facilitator details (for each facilitator)

Judy Currey

Phone: 61 3 9244 6122

Email: judy.currey@deakin.edu.au

Institution: Deakin University, Melbourne Australia

Qualifications: RN BN, BN(Hons) GCertHEd GCertSc(AppStats) PhD GAICD, TBLC consultant-Trainer, used TBL since 2009. Presented TBL and teaching and learning workshops at professional meetings internationally.

Michelle Z. Farland

Phone: 352-273-6293

Email: mfarland@cop.ufl.edu

Institution: University of Florida College of Pharmacy

Qualifications: TBLC consultant-trainer (2016), using TBL in large and small classes since 2008. Presented TBL and teaching and learning workshops at various professional meetings and health professions academic institutions.

Marina Sawdon

Phone: 01913340340

Email: Marina.Sawdon@durham.ac.uk

Institution: Durham University

Qualifications: Presented TBL sessions in a Phase 1 Medicine Programme since 2015 and co-presented a TBL workshop at a medical education conference in 2017. BSc (hons), PhD, PGCert (Teaching and Learning), FHEA.

Christine Dearnley

Phone: 44 7932431086

Email: c.a.dearnley@hud.ac.uk

Institution: University of Huddersfield

Qualifications: PhD, PGDE, RN, RM, NTF 2012, Project Lead for TBL implementation

Simon Tweddell

Phone: 44 1274 235241

Email: s.j.tweddell@bradford.ac.uk

Institution: University of Bradford

Qualifications: TBLC consultant-trainer since 2014. Using TBL across Bradford's pharmacy program since 2012. Regularly deliver TBL101 and other more advanced faculty development workshops in the UK. BPharm, FRPharmS, PFHEA, UK National Teaching Fellow

Purpose and rationale of the workshop (100 word max, currently 98 words)

Purpose: To advance the skills of faculty to develop professional behaviours in students incrementally in degrees (undergraduate and postgraduate). In this workshop, ways of establishing accountability, ethical, leadership, communication and teamwork knowledge, skills and behaviours will be explored within a TBL course governance framework.

Rationale: The development of professionalism in students is a key educational outcome and employer expectation, particularly in healthcare programs. Embedding the development of professionalism skills and behaviours in TBL classes is an ideal way to establish, practice and normalise such knowledge, skills and behaviours in students; however, it often requires specific and deliberate actions by faculty for students to develop professionalism.

Specific learning objectives of the workshop (behavioural outcomes).

1. Identify key elements of professionalism that can be embedded in and developed by using TBL.
2. Describe examples of course governance policies and processes that support professionalism development in courses designed to be delivered by TBL.
3. Explain various methods of managing students in relation to professionalism education in TBL.
4. Critique various methods used to assess professionalism in students.

Intended audience.

Instructors teaching undergraduate or postgraduate students in the university or college sector.

Format of Workshop (description/summary of application exercises)

TBL 4 S's (significant problem, same problem, simultaneous reporting, specific choice) will be incorporated into team applications in the workshop as shown below. Attendees will need to prepare beforehand with pre-reading and reflection on their own curricula development skills and university constraints. The workshop will be facilitated by skilled, experienced TBLC Consultant Trainers.

Application 1: Participants will be provided with a hypothetical course for which they are instructors. As a team, they will need to identify the most appropriate course policies to incorporate that support development of accountability, leadership, communication, teamwork, and professionalism.

Application 2: Given the same hypothetical course, participants will need to work as a team to identify the most appropriate course elements/structure that support the development of accountability, leadership, communication, teamwork, and professionalism.

Application 3: Participants will need to then identify the best assessment method to use to evaluate accountability, leadership, communication, teamwork, and professionalism.

Detailed schedule of workshop activities, with each segment in minutes, including breaks (assume total duration of 120 minutes). Time can be adjusted to workshop time frame as short as 90 min if needed.

A Team-Based Learning format will be utilized for the 120 minute workshop.

1. Session Introduction/Team Formation (10 min): team allocated by experience in course governance and leadership.
2. iRAT (10 mins) Identify key areas of professionalism and embedded curricula processes
3. tRAT (15 min): Identify key areas of professionalism and embedded curricula processes
4. Team Application #1 (20 min): Identify course policies/governance structure
5. Team Application #2 (20 min): Identify course elements
6. Team Application #3 (25 min): Identify assessment methods
7. Questions & Answers, Wrap up (10 mins)

Advance assignments for participants (optional).

Pre-session preparation will be kept to less than 30mins. A single pre-published reading is not available, so the presenters will compile a summary document of information from a variety of reputable sources related to professionalism.

To be advised specifically, but will be similar to: Watching a video regarding professionalism behaviours e.g. Being A Professional: Dale Atkins at TEDxYouth@EHS

<https://www.youtube.com/watch?v=sLv7sdGJWPI>

Reflection on current curricula and university/college policies or rules that enable or constrain incorporation of developing professionalism in curricula.

Audio-visual requirements: provide a list. NOTE: The Admin Planning Team will confirm whether A-V requests can be fulfilled.

Three microphones for presenters + 2 for audience

Projector and projection screen

Large 3M or similar post-its and pens

Maximum Number of Participants: Determined somewhat by demand and room allocation but probably 80-100 is suitable.