

7-2015

Effective Use of Team Based Learning in a Flipped Classroom

Nabila Ahmed-Sarwar

St. John Fisher College, nahmed-sarwar@sjfc.edu

[How has open access to Fisher Digital Publications benefited you?](#)

Follow this and additional works at: http://fisherpub.sjfc.edu/pharmacy_facpub

 Part of the [Pharmacy and Pharmaceutical Sciences Commons](#)

Publication Information

Ahmed-Sarwar, Nabila, "Effective Use of Team Based Learning in a Flipped Classroom" (2015). *Pharmacy Faculty Publications*. Paper 51.

http://fisherpub.sjfc.edu/pharmacy_facpub/51

Please note that the Publication Information provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit <http://libguides.sjfc.edu/citations>.

This document is posted at http://fisherpub.sjfc.edu/pharmacy_facpub/51 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.

Effective Use of Team Based Learning in a Flipped Classroom

Abstract

This roundtable presentation highlighted the components of team based learning activities in a flipped classroom. The instructional techniques to maximize knowledge application and critical thinking are described. Additional student performance and level of satisfaction with this course design in comparison to lecture based course design in previous years is evaluated.

Keywords

fsc2015

Disciplines

Pharmacy and Pharmaceutical Sciences

Comments

Presented at American Association of Colleges of Pharmacy Annual Meeting in National Harbor, Maryland, July 2015.

EFFECTIVE USE OF TEAM BASED LEARNING IN A FLIPPED CLASSROOM

Nabila Ahmed-Sarwar, Pharm.D., BCPS, CDE

Assistant Professor of Pharmacy Practice and Administration

Wegmans School of Pharmacy

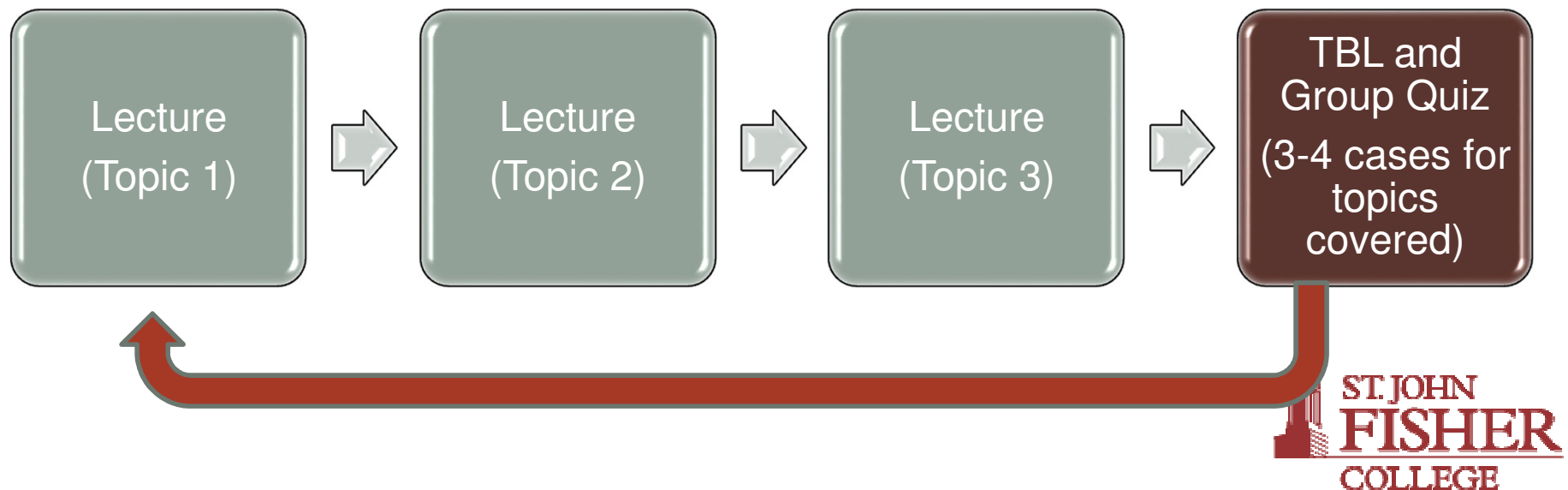


Course Description and Outcomes

- Focus on using over-the-counter (OTC), natural remedy products and dietary supplements safely and appropriately
 - Distinguish between products and evaluate dietary supplements (LO. 5&7)
- Strengthen interview and triage skills
 - Assess a patient's ability to self-care (LO.1&6)
 - Recommend an appropriate course of action when provided with a list of symptoms (LO. 3)
- Make professional decisions concerning OTC products and provide advice to patients
 - Assist in product selection and design a follow-up plan (LO. 4)
 - Counsel self-care patients (LO. 2)
 - Assist in selection of appropriate home monitoring devices (LO. 8)

Previous Course Design

- Lecture and Team based learning (TBL)
 - Lectures: 80 mins per topic
 - TBL: 80 mins to cover 3-4 cases utilizing QuEST/SCHOLAR method and Group Quiz
- Assessments
 - Group Quizzes and 4 exams primarily MCQs



New Course Design

Interactive Learning

- Topic Outlines and Directed Learning Questions
- Mini-lectures and discussion of pre-class assignments utilizing Turning Point
- TBL Case Interviews

Team Based Learning (TBL)

- Homework Drug Tables
- In-class TBL Cases
- Group Quizzes

Learning Activity and Goals: Pre-Class Assignments

Topic Outline and Directed Reading

- Complete individually or within your learning team prior to class
- This will not be turned in, **bring this to class you will need it for completing the TBL Cases**

Homework Drug Tables

- Complete within your learning team (Group grade)
- GOAL: Identify active ingredients in common OTC products, contraindications, directions for use, and counseling points
- **Bring a copy to class to turn in and a copy to use to complete your TBL Case**

Learning Activity and Goals: In Class

Mini-Lectures with
Turning Point

- Bring Clickers to every class session!!!
- $\geq 90\%$ individual participation at the end of the semester via Turning Point earns you 2.5%

Learning Activity and Goals: In Class

TBL Cases

- SP Interviews (QuEST/SCHOLAR method)
- Each student will be required to conduct at minimum 3 patient interviews
- Grading rubric awarded points for completion of each component of the SCHOLAR method, organization and empathy, use of open-ended questions, and inquiry about allergies and other conditions/concurrent medication use.
- Case questions and class discussion
- *Need to complete pre-class assignments to make the most of this learning experience*

Class Agenda

Day #1

- 8am to 8:20am – Mini-lectures and discussion of pre-class assignments utilizing Turning Point
- 8:20am to 8:40am – Case #1 SP interview and discussion
- 8:40am to 9am – Case #2 SP interview and discussion
- 9am to 9:20am – Case #3 SP interview and discussion

Day #2

- 8am to 8:30am - Case # 4 SP interview and discussion
- 8:30am to 9am – Case #5 SP interview and discussion
- 9am to 9:20am – Group Quiz



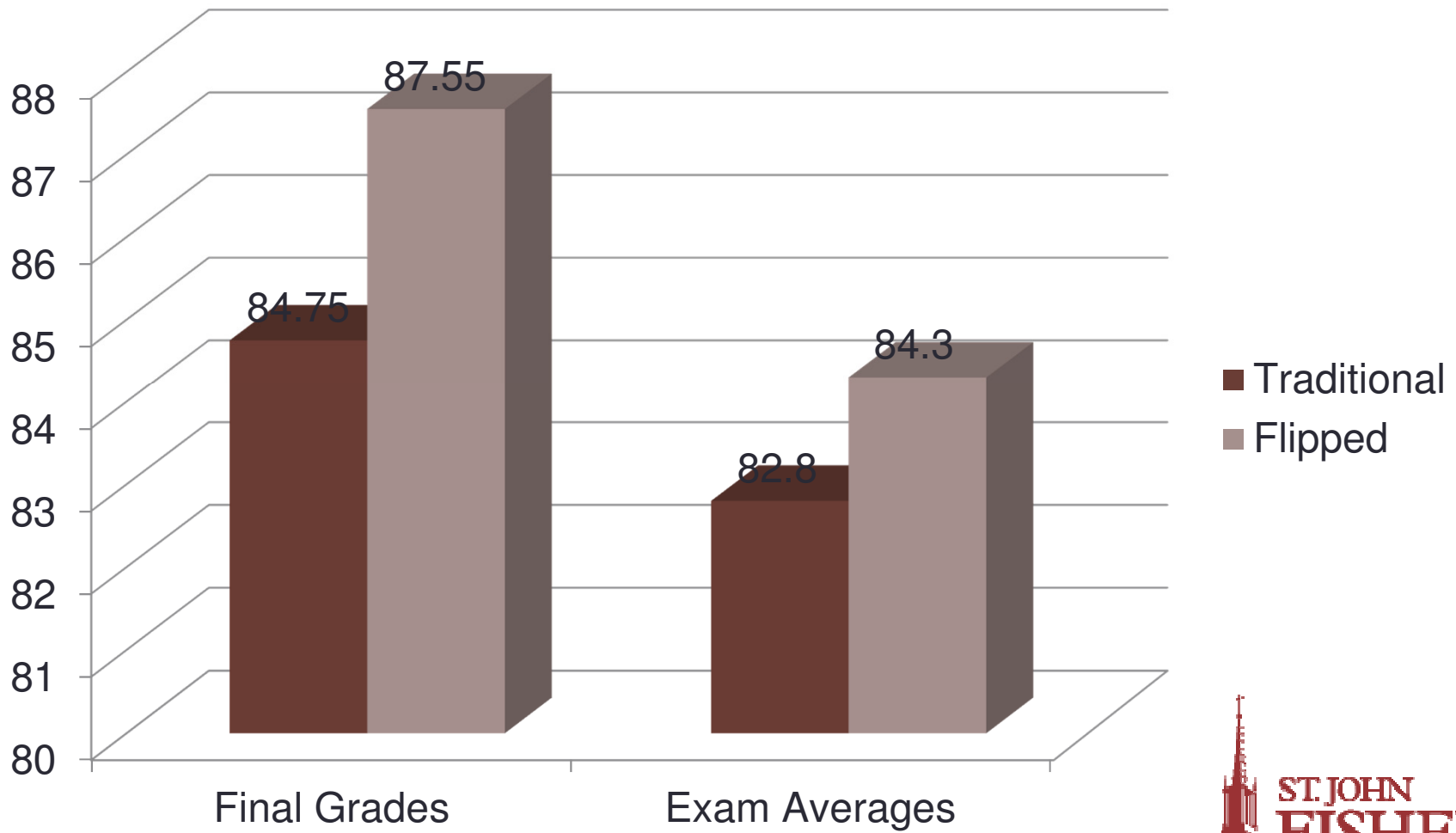
Assessments: Individual Exams

Total 3 course exams (2 Content and 1 Final)

Exams will be Case Based format

1. Please list two goals of therapy for this patient specific to his/her complaint of.....
2. This patient would be EXCLUDED from self-care and require a physician referral if they presented with which the following characteristics: (please select all that apply)
3. Select the one which you would recommend to treat the patient's please provide the name, formulation, patient specific dose, directions for administration, and duration of treatment.
4. Please provide 2 product specific counseling points in a manner that patients would understand.
5. Please provide 2 patient specific non-pharmacological recommendations you would make to this patient to help relieve their.....symptoms.

Student Performance



Student Feedback

