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Practice Makes Perfect: Using a Dress Rehearsal to Apply TBL In a Dietetic Internship

Abstract:

Background:

A dress rehearsal solidified training in Team Based Learning (TBL) for the instructors of the Dietetic Internship (DI) at Iowa State University (ISU). ISU offers the largest distance DI program in the country. Interns attend a 1-week orientation on campus before returning to their home locale to complete the 6-month program enabling their eligibility to be a Registered Dietitian. DI instructors wanted to convert traditional lectures to TBL as well as present a polished use of TBL for interns, utilizing the 4 – S’s approach. A dress rehearsal allowed concepts and pre-work to be modified in advance of interns arriving on campus. The TBL format was also used to provide a preceptor training.

Description:

Lectures on Nutrition Assessment were converted to activities using Readiness Assurance Process (RAP). Participants in the dress rehearsal included preceptors, department staff who were unfamiliar with TBL classroom as well as faculty and community dietitians both experienced and novice at using TBL. Delivery of the Individual Readiness Test (IRAT) utilized software to capture responses electronically allowing discussion to be adjusted on the fly. Using TBL with preceptors enabled better understanding of the concepts taught to the interns during the orientation week.

Results:

Following the dress rehearsal, Instructors included a guided worksheet to practice the 4-S. Interns reported significantly higher levels of self-confidence in applying the NCP after the TBL activities (pre-n=82, post-n=71, p.005). Preceptors found the TBL format to be fun and engaging.

Conclusion:

Interns demonstrated greater depth of understanding for on-site activities and with preceptors. Ties within their community of practice were strengthened. Instructors gained confidence in using TBL techniques and improved their facilitation of discussion.

Key Factors For a Successful Dress Rehearsal

Gain Interest/Support

- Program Instructors new to TBL
- Support staff
- Other departmental faculty

Diverse Audience Selection

- Variety of TBL experience
- Variety of content expertise
- On-campus TBL experts aided in facilitation and implementation

Content Development

- Start small with 1 module/lecture
- Convert existing resources to application design
- Access TBL expert resources

Evaluate Feedback

- Timing of iRAT/tRAT & application activities
- Refine content
- Refine facilitation skills



Interns participating in the Nutrition Care Process session using TBL format.

Redesign lecture with
IRAT, TRAT, and
application activities

Revision of activities,
timing, and facilitation

Preceptor training
using TBL format

Dress rehearsal with both
experts and novices to
content and TBL

Implementation
in June 2016

Ongoing revisions and
improvements with future
classes

LOOK to the Future:
Implement
TBL online

Outcomes from Dress Rehearsal:

- Engaging novice and experienced TBL learners in the dress rehearsal provided valuable feedback regardless of prior TBL experience.
- Increased instructor confidence in facilitating application discussions vs. traditional lecture.
- Provided a “safe place” faculty to take risks and receive honest feedback.
- Increased support from fellow colleagues for TBL as an active engaging learning environment for both instructors and interns.
- Departmental faculty enrolled in additional TBL training.
- Participating support staff provided valuable feedback on the delivery process to support preparation of required materials.