

APPLICATION OF TBL IN HEALTH SCIENCE EDUCATION

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COMMUNICATION SKILLS



Communication skills are associated with practice success in all of the health sciences

PATIENT CENTERED DENTISTRY

*“A knowledgeable and skilled clinician in dentistry
is a **necessary but not sufficient** condition
for quality oral health care”*

Additional conditions

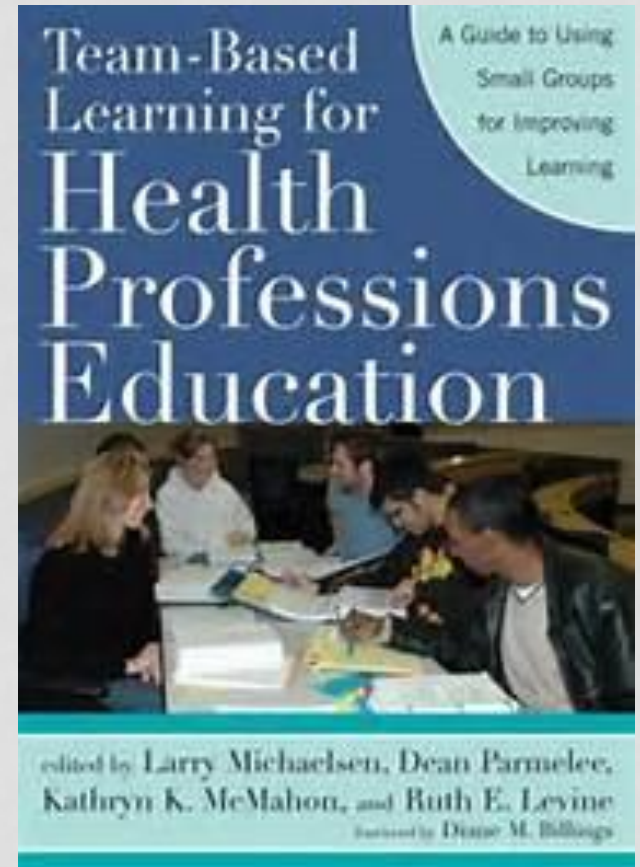
Relationships with rapport and Communication skills

PATIENT CENTERED DENTISTRY AND TBL

Communication

Collaboration

Cooperation



FUNDAMENTALS PRINCIPLES OF TBL

Patient Centered Dentistry – 2 Basic Principles of TBL

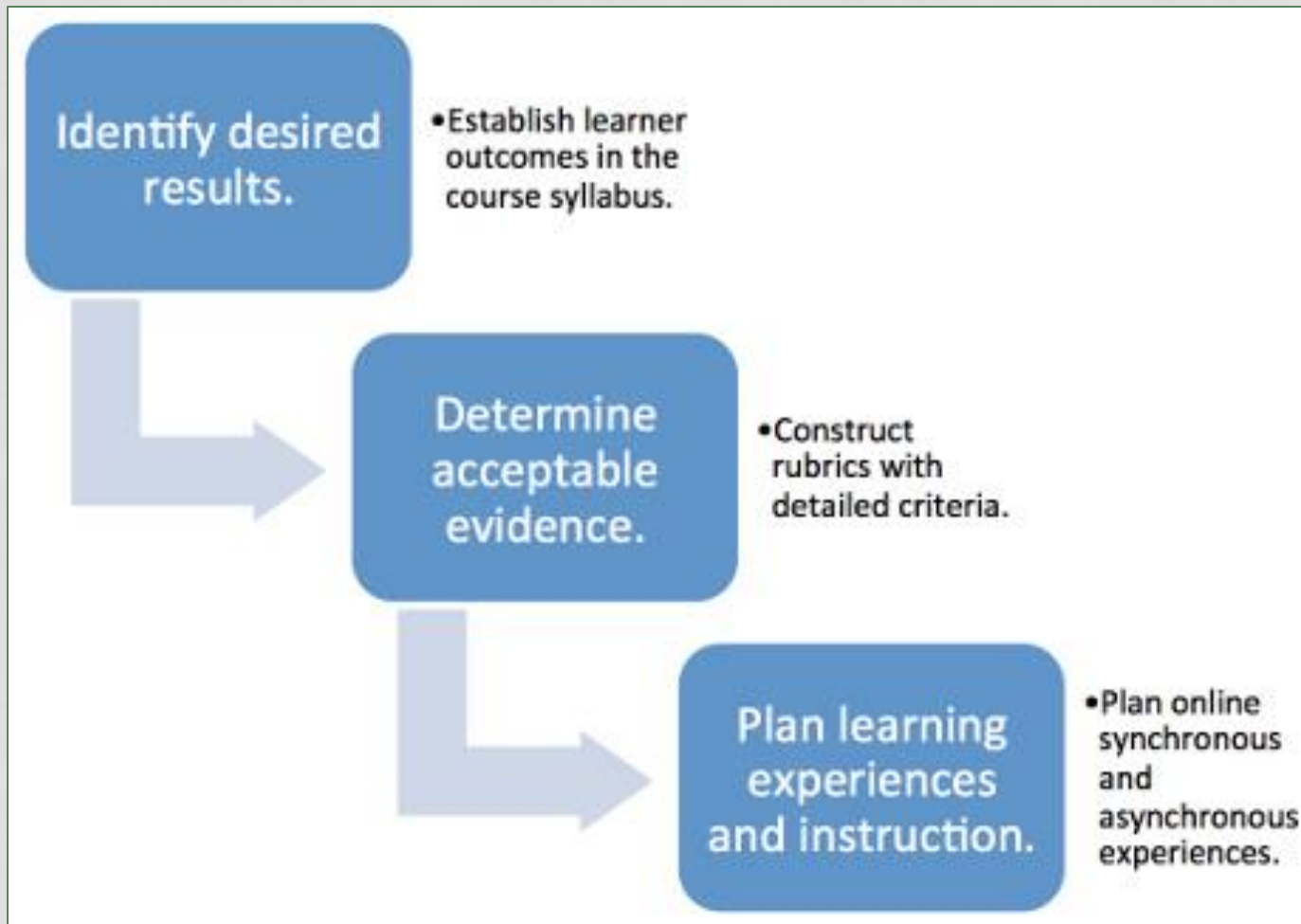
➤ Backward Design

- What do we want students to be able to do?

➤ Team Format

- Active environment
- Opportunity to practice collaboration and cooperation

TBL BACKWARD DESIGN



IDENTIFYING THE DESIRED RESULTS

Identify
Desired
results



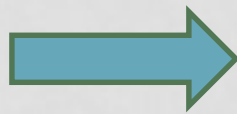
Interviewed clinical faculty

1. The Initial Interview
2. Treating patients with Dental Anxiety
3. Presenting the Treatment Plan
4. Coping with an Angry Patient
5. Delivering Bad News
6. Dealing with Dr. Shopping Patients



DETERMINING ACCEPTABLE EVIDENCE

Determine
Acceptable
Evidence



Competency Checklists

One checklist for each
scenario

Core Knowledge® Planning & Assessment Practices			
Visit 1 Date	Visit 2 Date	Visit 3 Date	
Planning and Adherence to Lesson Plan			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 1 - There is a written month-by-month plan that identifies when the individual goals and content/topics of the <i>Preschool Sequence</i> will be addressed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 2 - There is a written lesson plan (daily or weekly) that aligns with the month-by-month plan and demonstrates a balance of experiences and activities from each domain of the <i>Preschool Sequence</i> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 - Written lesson plans clearly indicate accommodations and extensions for specific children based on individual needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 - Both teacher and assistant are aware of the plan for the day.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 - Materials are prepared and available for the day's activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 - A minimum of 2.5 hours are spent in productively engaged activities (excluding talking, nap, meals, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 - There is a predictable, posted routine and the teaching team notifies children of any changes to routine due to field trip, classroom visitor, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 8 - The teaching team assumes a highly interactive role in guiding and presenting experiences in the classroom. Even during child-initiated activities, the teaching team is actively involved (using direct observation as a means of assessment, conversing with children, scaffolding concepts, facilitating language, etc.).
Ongoing Assessment of Children			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 - Teaching team uses all parts of the day to perform formal and informal assessments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 - Teaching team is knowledgeable about each child's skill level (and age).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11 - Each child's portfolio is current with student work samples and assessment response / record sheets.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12 - Portfolio contents are dated and clearly indicate the goal, objective or skill being assessed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13 - Portfolio contents demonstrate a variety of assessment strategies (e.g., direct observation, work products, activity probes).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 14 - Portfolio contents demonstrate children's progress across a variety of skills from within each of the <i>Preschool Sequence</i> domains.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 15 - The CK-PAT is used to monitor individual and class progress and to communicate results to individual parents.

PLAN LEARNING EXPERIENCES AND INSTRUCTION

Plan
learning
experiences
& instruction



- I. Pre-Sim class – iRAT, tRAT & Master Clinician videos
- II. Simulations
- III. Team Presentations



4 ESSENTIAL PRINCIPLE OF TBL

1. Groups must be properly formed and managed
2. Students must be accountable for the quality of the individual and group work
3. Students must have frequent and timely feedback
4. Team assignments must promote both learning and team development

PRINCIPLE #1

TEAMS MUST BE PROPERLY FORMED AND MANAGED



Random

Diverse

Balance # of females

Same team entire course

PRINCIPLE# 2

STUDENT ACCOUNTABILITY

Students must be accountable for the quality of individual and group work

iRAT – Individual readiness assessment test

tRAT – Team readiness assessment test



IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)
Name _____ Test # _____
Subject _____ Total _____
SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

PRINCIPAL #3

FREQUENT AND TIMELY FEEDBACK



tRAT - After tRAT stimulate students to continually improve

Simulation – immediately following

Team feedback – After simulation

PRINCIPLE #4

TEAM ASSIGNMENTS

Must promote both learning & team development !

Power Point

- Case background
- Video of competencies performed well
- Video of competencies needing improvement



CLASS STRUCTURE

Structure of Patient Centered Dentistry A Simulation Course

