

An Interdisciplinary Course in Spirituality and Clinical Care: Comparing Team-Based Learning Strategies with Lecture and Standardized Patient Scenarios

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Background: For many years we have Nursing, medical and allied health students participated in a one week "Spirituality and Clinical Care" course. In 2006 we revised the course to include team based learning as a major component, with interprofessional teams.

Description: The course consisted of conventional lectures, a TBL exercise, and a large group standardized patient (SP) activity. Students had a pre-class reading, and a readiness assurance tests when they came to class for their two hour TBL activity. They were put into interprofessional teams as they entered the classroom. Six different applications were created by a interprofessional group of faculty who co-facilitated the activity.

Evaluation: 342 students participated. At the end of the week, students completed a *Classroom Engagement Survey-Interdisciplinary (CES-I)* with three subscales: Learner Participation, Learner Enjoyment of Class, and Interdisciplinary Awareness. Analyses were conducted using SPSS t-test or ANOVA. TBL scores were significantly higher than lecture or SP scores in Learner Participation (Mean=15.4 vs. 11.0 and 10.9, $F=224.6$, $p<.001$), Enjoyment of Class (Mean=10.1 vs. 8.6 and 8.4, $F=27.4$, $p<.001$), and Interdisciplinary Awareness (Mean=7.9 vs. 7.1 and 7.2, $F=18.4$, $p<.001$). Moreover, following TBL nursing students scored higher than medical students in Learner Participation (Mean=16 vs. 15.2, $F=4.9$, $p<.01$) and Learner Enjoyment (Mean=10.9 vs. 9.6, $F=9.0$, $p<.001$).

Conclusion: Of all methods, students responded best to TBL, adding to the body of knowledge of methods for teaching spirituality to health professions students.