

Using Team Based Learning (TBL) to deliver Inter Professional Education (IPE) with Optometry and Pharmacy students

Authors: Victoria Tavares and Catherine Porter. University of Manchester.

Background: The General Pharmaceutical Council state that the undergraduate degree must include practical experience of working with other healthcare professionals,¹ this view is shared by the General Optical Council.² Active learning methods have previously been used to deliver IPE between healthcare professionals, and are seen as eminently suitable for this purpose.³

Method: 204 third year optometry and pharmacy students attended TBL sessions as part of their respective course units about preparation for practice. The key intended learning outcome of the session was to develop understanding of the roles of a pharmacist and optometrist in primary health care. Prior to the session all students were asked to read information about the professions and red eye symptoms. Students worked in teams of six comprising of two optometry students and four pharmacy students. A semi structured online questionnaire was circulated after the session to seek the learners' reactions.

Results: 64 students completed the questionnaire (34 Pharmacy, 30 Optometry)

- 51 students reported an increased understanding of the other profession
- 32 students reported preference of TBL over lectures

Students reported both positive and negative reactions to the TBL session

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| • Positive reactions included: | • Negative reactions included: |
| ○ Learning from others | ○ Less learning in group work environment |
| ○ Teaching method used | ○ Pharmacy students' knowledge of the eye |
| ○ Meeting new people | |
| ○ Consolidation of knowledge | |

Discussion: The results suggest that most students met the key intended learning outcome of the session. Some students suggested that the optometry students were better prepared for the case study exercises; due to their knowledge of the eye compared to the pharmacy students. Differences in knowledge base have previously been identified as a challenge to IPE.³ Pharmacy students could be supported by providing a broader range of pre class reading before the session.

References

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