

# Adapting Team-Based Learning to Contextualize Primary Care Behavioral Health for Graduate Behavioral Health Students

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CFHA Annual Conference  
October 17-19, 2019 • Denver, Colorado

# Faculty Disclosure

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The presenters of this session have NOT had any relevant financial relationships during the past 12 months.

# Conference Resources

Slides and handouts shared by our conference presenters are available on the CFHA website at [https://www.cfha.net/page/Resources\\_2019](https://www.cfha.net/page/Resources_2019) and on the conference mobile app.



# Learning Objectives

At the conclusion of this session, the participant will be able to:

- Define Team-Based Learning (TBL).
- Understand the components of the TBL approach versus didactic teaching.
- Understand how TBL can be embedded into a primary care behavioral health curriculum for graduate behavioral health students.

# Bibliography / Reference

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# Learning Assessment

- A learning assessment is required for CE credit.
- A question and answer period will be conducted at the end of this presentation.

# Acknowledgments



HRSA BHWET | M01HP31382

# OVERVIEW

- PITCH Program
- Adult Learning Approaches
  - Why TBL?
- Course Design
- Results
- Future Directions
- Q&A



**“THE FORCES PRESSURING PRIMARY CARE  
AND BEHAVIORAL HEALTH SERVICES ARE LIKE  
A SERIES OF INTERCONNECTED WEATHER  
CONDITIONS TRANSFORMING THE  
LANDSCAPE OF HEALTHCARE DELIVERY”**

(ROBINSON & REITER, 2016, P.2)

# NEED FOR INTEGRATED PRIMARY AND BEHAVIORAL HEALTHCARE



**Current mental health system  
does not fully meet patient  
needs**



**Most patients present in  
primary care**

80% of Americans will visit PC in course of a year (National Center for Health Statistics, 2012)



**Most patients do not follow-up  
on speciality mental health  
referrals**

20% with diagnosable condition seek care with MH, 21% PC, 59% no treatment (Wang et al., 2005)



**Limited time and scope of  
practice in primary care**

### **Train Counselors**



### **Establish Partnerships**



### **Institutionalize Initiative**



PROGRAM FOR THE  
INTEGRATED  
TRAINING OF  
COUNSELORS IN  
BEHAVIORAL  
HEALTHCARE  
(PITCH)

# TRAIN COUNSELORS



- 12 advanced clinical mental health counseling graduate students selected each year
- Complete 12 hour certificate program in integrated primary care
  - *IBH-P: Integrated Behavioral Health in Primary Care*
  - *IBH-I: Integrated Behavioral Health Interventions*
  - *2-300 hour clinical rotations in primary care*
- Utilize Primary Care Behavioral Health (PCBH) framework (Reiter, Dobymeyer, & Hunter, 2018)



BEHAVIORAL HEALTH CONSULTANTS  
(BHCS) ARE A HALLMARK OF PCBH

PCP  
TEAM-BASED  
PRODUCTIVE  
ON-DEMAND  
GENERALIST  
EDUCATOR



# ESTABLISH PARTNERSHIPS

- Partners include University Health System, UT Health San Antonio, Center for Healthcare Services, Community Health Centers of South Texas, La Mision
- Different levels of integration at start of program (Heath, Wise, & Reynolds, 2013)
- Trainees receive on-site supervision from staff or doctoral supervisor
- Identified integrated behavioral healthcare champions at each clinic
- PITCH leadership team provides site training and ongoing consultation

(HEATH, WISE, & REYNOLDS, 2013)



# INSTITUTIONALIZE INITIATIVE



IBH CERTIFICATE



INTERPROFESSIONAL  
TRAININGS



PCBH WORKFORCE  
DEVELOPMENT

# OVERVIEW OF ADULT LEARNING APPROACHES

- Learning Styles? What about it?



# OVERVIEW OF ADULT LEARNING APPROACHES

## Learning Styles Debunked: There is No Evidence Supporting Auditory and Visual Learning, Psychologists Say

TAGS: AUDITORY PERCEPTION | CHILD DEVELOPMENT | COGNITION | COGNITIVE PSYCHOLOGY | LEARNING STYLES | METHODOLOGY | PSYCHOLOGICAL SCIENCE IN THE PUBLIC INTEREST | VISUAL PERCEPTION

Are you a verbal learner or a visual learner? Chances are, you've pegged yourself or your children as either one or the other and rely on study techniques that suit your individual learning needs. And you're not alone—for more than 30 years, the notion that teaching methods should match a student's particular learning style has exerted a powerful influence on education. The long-standing popularity of the learning styles movement has in turn created a thriving commercial market amongst researchers, educators, and the general public.

# OVERVIEW OF ADULT LEARNING: EVIDENCE-BASED TEACHING APPROACHES

- Involve learners in activities (Freeman et al., 2014)
- Dual learning (Clark & Paivio, 1991)
- Provide opportunities for group discussion (Schunk, 2008)
- Link classroom experience to the outside world (Taylor & Hamdy, 2013)
  - Relate class concepts to life
  - Ask high level thinking questions
  - Keeping an open mind; there are many ideas beyond your own
- **Team-Based Learning**

# TEAM-BASED LEARNING PRINCIPLES



**Team-Based Learning implementation is based on four underlying principles (Michaelson & Richards, 2005):**



1. Groups should be properly formed (e.g. intellectual talent should be equally distributed among the groups). These teams are fixed for the whole course.



2. Students are accountable for their pre-learning and for working in teams.



3. Team assignments must promote both learning and team development.



4. Students must receive frequent and immediate feedback.

# TEAM-BASED LEARNING



Team-Based  
Learning™  
Collaborative

- **Definition:** Team-Based Learning is an evidence based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. A class typically includes one module.
- **Preparation before class:** Students must complete preparatory materials before a class or the start of the module. Materials may be text, visual or other, and set at a level that is appropriate to the students and the course.

# TEAM-BASED LEARNING

## In-class Readiness Assurance Testing

- Readiness Assurance Test (RAT): Students complete an individual readiness assurance test (IRAT), consisting of 5 to 20 multiple choice questions. After submitting their individual answers, they take the same test as a team – the team RAT (TRAT). As a team they use scratch cards (IF-AT cards), hoping to find a star that indicates a correct answer. All members of each team share the same TRAT score, and both IRAT and TRAT scores count toward the students' grades.
- Appeals: Teams have the opportunity to do a written appeal of a question they felt was poorly written, the answer was mistakenly coded, or their answer choice is better.
- Instructor Feedback: The instructor may review material from the RAT that students still feel are problematic.
- This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

# TEAM-BASED LEARNING

## **In-class application focused exercise**

- The remainder of the class period/module is taken up with exercises that help students learn how to apply and extend the knowledge that they have pre-learned and tested.
- Teams are given an appropriate problem or challenge, and must arrive at a consensus to choose a “best” solution out of options provided.
- Teams then display their answer choice, and the educator facilitates a classroom discussion between teams to explore the topic and the possible answers to the problem.

# COURSE DESIGN

- Two PITCH cohorts studies (year 1 and year 2)
- Brief assessment and brief intervention course for primary care.
- In the first cohort, all topics were delivered in a lecture-based format along with case discussions.
- In the second cohort, course topics were delivered using a modified TBL format.

# RESULTS

- Pre-and-post outcomes were compared on knowledge of interventions used within integrated primary care and self-perceived competencies of integrated primary care practice (related to the *Competencies for Psychological Practice in Primary Care* developed by the American Psychological Association).
- Student responses to a modified TBL approach was positive.
- Modified TBL as part of the learning environment facilitated significant improvements in self-perception scores but not knowledge scores.
- In regard to the knowledge scores, it is possible that the small sample size made it difficult to detect statistically significant improvements across time in each cohort.



<b>Please rate your current competency level for each area listed based on the following Likert Scale:</b>	<b>Median at pre-test</b>	<b>Median at post-test</b>	<b>Wilcoxon Z</b>	<b>P value</b>
Practice Management in integrated primary care	3.0	4.0	-2.07	<b>.04</b>
Assessment in integrated primary care	3.0	3.5	-1.86	NS
Interventions in integrated primary care	3.0	3.5	-2.0	<b>.05</b>
Clinical Consultation in Integrated primary care	3.0	3.5	-2.24	<b>.03</b>
Education:Teaching in Primary Care	2.0	4.0	-2.23	<b>.03</b>
Supervision in integrated primary care	2.0	3.5	-1.52	NS

## RESULTS (YEAR I; SELF PERCEPTION)

Knowledge Items	%Correct Baseline	% Correct Posttest	McNemar Test	P value
Mental health issues in primary care	100%	100%	NS	
Mental health resource use in primary care	100%	100%	NS	<b>.04</b>
Interdisciplinary teams working to meet needs of general population	83%	100%	NS	NS
Most common complaints in primary care are physical	33%	33%	NS	<b>.05</b>
Complaints that trigger a psych consult in Primary care	100%	100%	NS	<b>.03</b>
Functional Assessment	33.3%	50.0%	NS	<b>.03</b>
When to do a behavioral health referral outside primary care	83.3%	66.7%	NS	NS

## RESULTS (YEAR I; KNOWLEDGE)

Please rate your current competency level for each area listed based on the following Likert Scale:	Median ratings at pre-test	Median ratings at posttest	Wilcoxon Z	P value
Practice management in integrated primary care	2.0	4.0	-2.41	.02
Assessment in integrated primary care	3.0	3.5	-2.12	.03
Interventions in integrated primary care	3.0	4.0	-2.27	.02
Clinical Consultation in integrated primary care	3.0	4.0	-2.16	.03
Education: Teaching in primary care	2.0	3.0	-1.98	.05
Supervision in integrated primary care	2.5	3.0	.00	NS

RESULTS  
(YEAR 2;  
SELF PERCEPTION)

Knowledge Items	%Correct Baseline	% Correct Posttest	McNemar Test
Mental health issues in primary care	100%	100%	NS
Mental Health resource use in primary care	100%	90%	NS
Interdisciplinary teams working to meet needs of general population	100%	100%	NS
Most common complaints in primary care are physical	90%	80%	NS
Complaints that trigger a psych consult in Primary care	100%	100%	NS
Functional assessment	60%	90.0%	NS
When to do a behavioral health referral outside primary care	60%	80%	NS

## RESULTS (YEAR 2; KNOWLEDGE)

# CONCLUSIONS/FUTURE DIRECTIONS

- A TBL approach should be considered an additional, interactive teaching strategy with didactic teaching, especially for health professions students who will work on medical teams in the future to enhance student engagement and quality of learning.
- If not TBL, evidence-based education practices encouraged that focus on team/interpersonal development
- Considering building comfort with uncertainty – medical improv??? 😊

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**thank you**

Q&A

# Session Survey

Use the CFHA mobile app to complete the survey/evaluation for this session.



**Join us next year in Philadelphia, Pennsylvania! Thank you!**