Bringing nursing practice into the classroom with collaborative Team-based Learning: A model for 21st century nurse education?

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Introduction: It can be challenging to effectively contextualise nursing knowledge in the university classroom setting. Furthermore, pressures on placement capacity mean providing effective learning experiences in practice can be problematic. Acknowledging these challenges, a Team-based Learning seminar (flipped classroom) on caring for people with a respiratory disorder was co-developed by a collaboration between academic nurses and respiratory specialist NHS staff. Our aim with this collaboration was to narrow the theory-practice gap and tangibly bring nursing practice into the university classroom. The collaborative TBL seminar was delivered to around 250 student nurses across two sessions and is outlined below in Figure 1. Student and staff feedback is also provided below which was favourable to this teaching model.

![Collaborative TBL Seminar Diagram](image)

Figure 1: The design of the collaborative TBL seminar in relation to the TBL process and illustrating the relative involvement of staff

*Key to figure: iRAT, individual Readiness Assurance Test; tRAT, team Readiness Assurance Test;  
*’4 S’ Framework: (i) Significant problem, (ii) Same problem, (iii) Specific Choice, (iv) Simultaneous report

### Student Feedback

- Involvement of nurse academics greatest in the overall design including all teaching materials
- Involvement of NHS staff greatest in the facilitation of case studies based on their own caseloads

### Staff Feedback

- “I initially felt it would not work with such a large number of students however, seeing it in action changed my mind. I can’t think of anything I would change”
- NHS staff all felt they were able “to pass on our passion, knowledge and skills to nurses who could be looking after us one day”

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