Advanced Course: ‘Developmental psychopatholgy’



Highest level bachelor course

Preparing for clinical internship in master



Theory in lectures



Tutorials: Practice diagnostic decision taking, using case studies

‘PROBLEMS’



- Low grades for the open questions in the exam
    - Particularly <u>applying</u> theory to new practical issues proved too difficult

- Link between lectures (theory) and tutorials unclear
- Lecture content perceived as ‘repetition’ of level 1 and 2 courses
- Learning started late in the course
    - Perceived as ‘too much’
    - Assignments in Discussion Board were hardly attempted.
    - Response lecture discussing assignments was too teacher driven.

AIMS



Improve	Improve level of understanding
Make	Make clear what is ‘advanced’ in this course
Link	Link theory more clearly to diagnostic decision process
Activate	Activate learning, start earlier in course
Motivate	Motivate students to practice & discuss assignments

Applied to this Course, flipped classroom



+ Six **challenging** assignments: applying theory to ‘real life’ issues. They have to read the book (and previous lectures) to be able to do so.
+ Clarifies link between theory and clinical application?

+ Flipped classroom approach for lectures related to earlier courses:
    + Individually prepare and submit these assignment before class
    + In lecture: discuss similar practical issues, using film material, case studies etc.
    + Q&A: what was still difficult?
    + Explaining particularly what is not clear + additional new information
+ It becomes more clear what is new and/or more advanced knowledge?

+ Start studying earlier in course?

Applied to this Course

TBL



- 2 Team Based Learning tutorials
  - Work in teams of 5-7: discuss one (preferred) assignment (2x)
  - Groups make presentation for each assignment (with role play elements)
  - Discussion presentation with other groups and teacher
  - Can earn bonus for presentations (max 0.4)

Stimulates interest, ownership and critical thinking?

Increases horizontal learning (teams)?

Improves deeper learning (applying theory to clinical practice)?

Reward for good working (bonus)= positive formative assessment?

Experimental design (in first year, N=96)

2 flipped

- Half did TBL on assignment 1
- Half did TBL on assignment 2

4 non flipped

- Students did TBL on 1 preferred assignment

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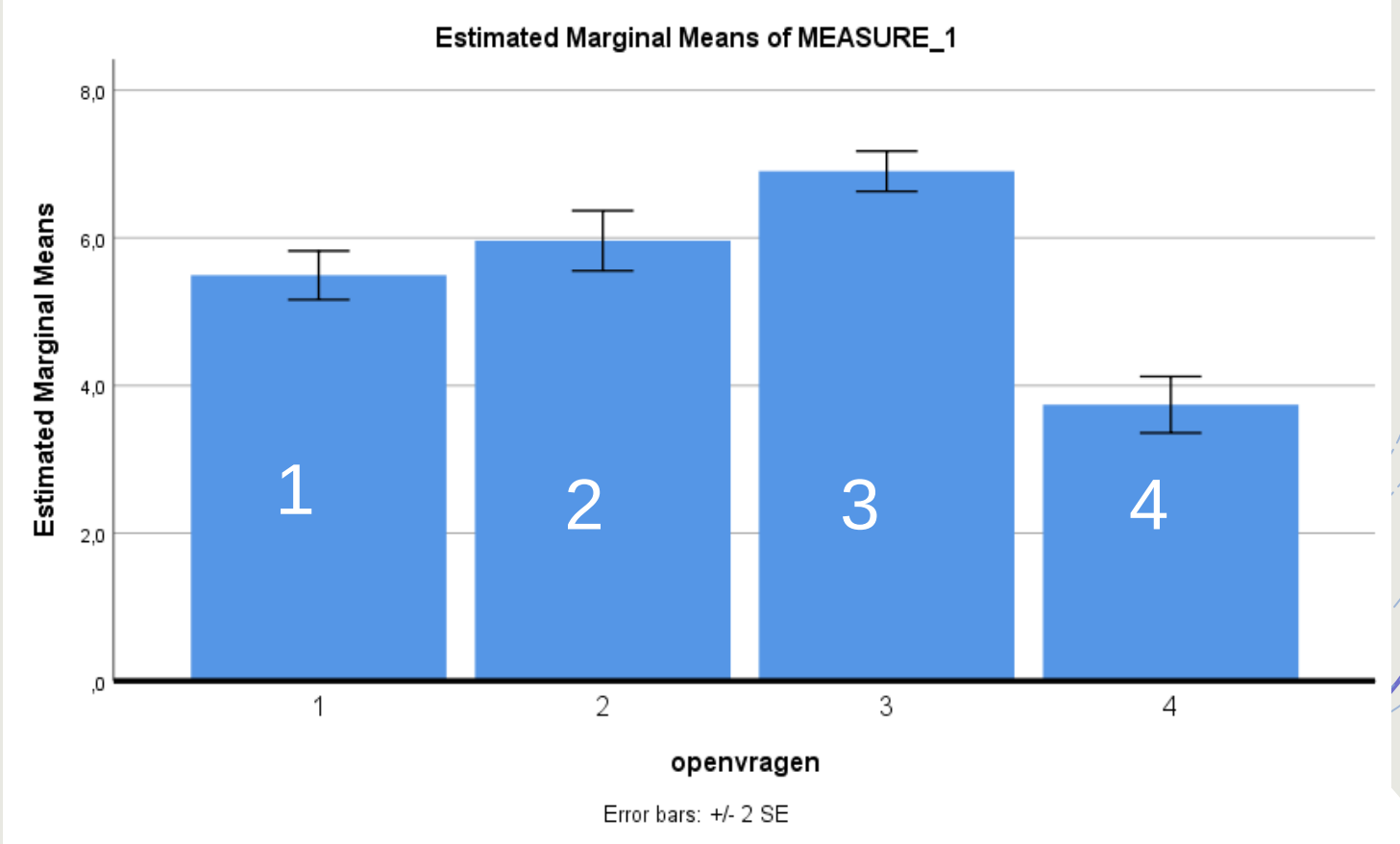
- All students worked individually on all 6 assignments
- Could earn bonus for presentation (0.2 per assign.)

GRADES OPEN questions

Mean number of points (max 10)

Topics with (1-3) & without assignments (4)

Assignment 3 prior to lecture (flipped)



Repeated measures Anova
$F(74, 3) = 80.1$ ($p<.001$)

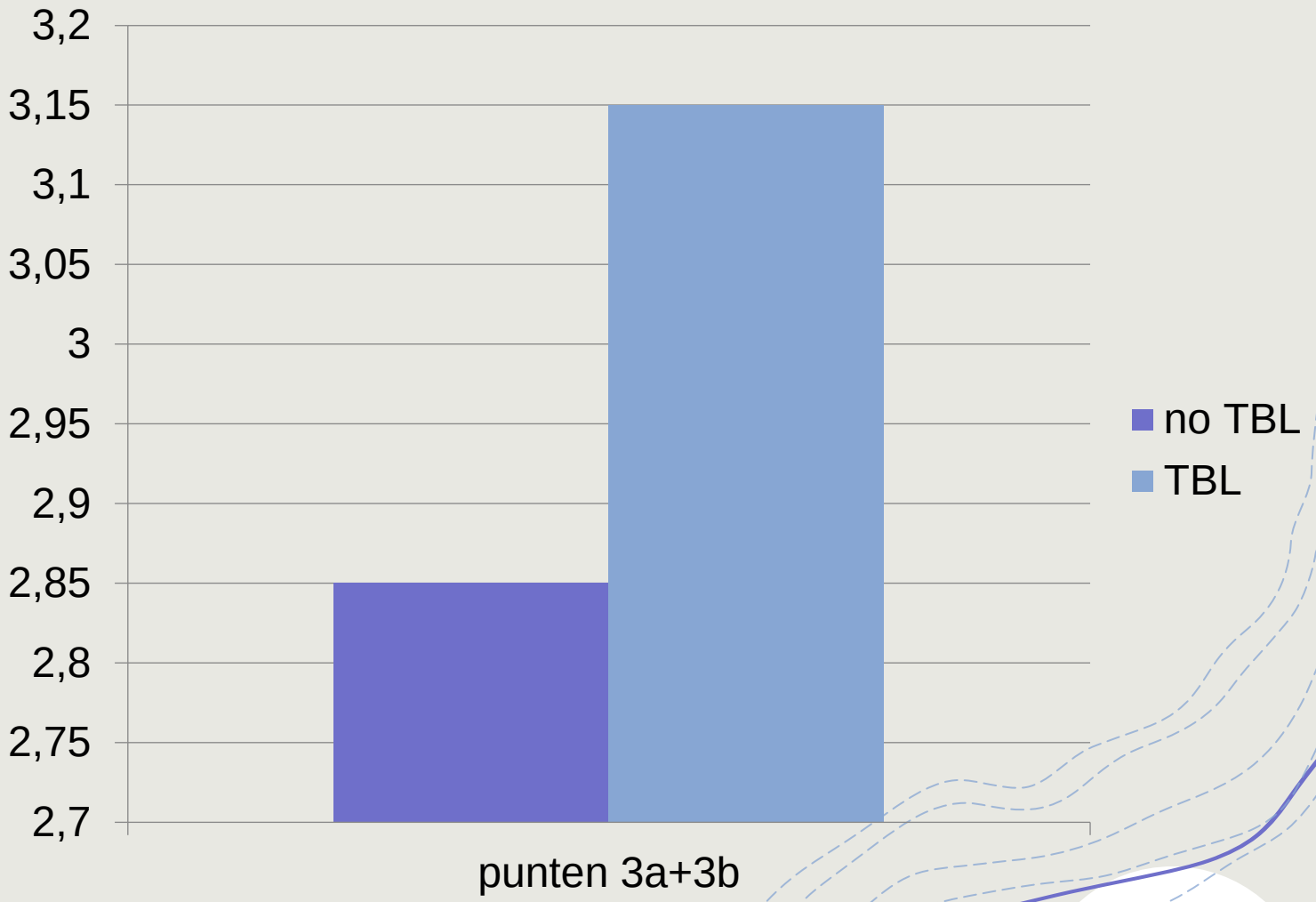
Question 4 < Question 1-3
Question 3 > Question 1, 2 & 4

GROUPWORK EFFECT?

Those who worked with team on assignment similar to examquestion scored higher

$F(72, 1) = 4.7, p=0.034$

+Mean points on relevant sub-questions (max 4):

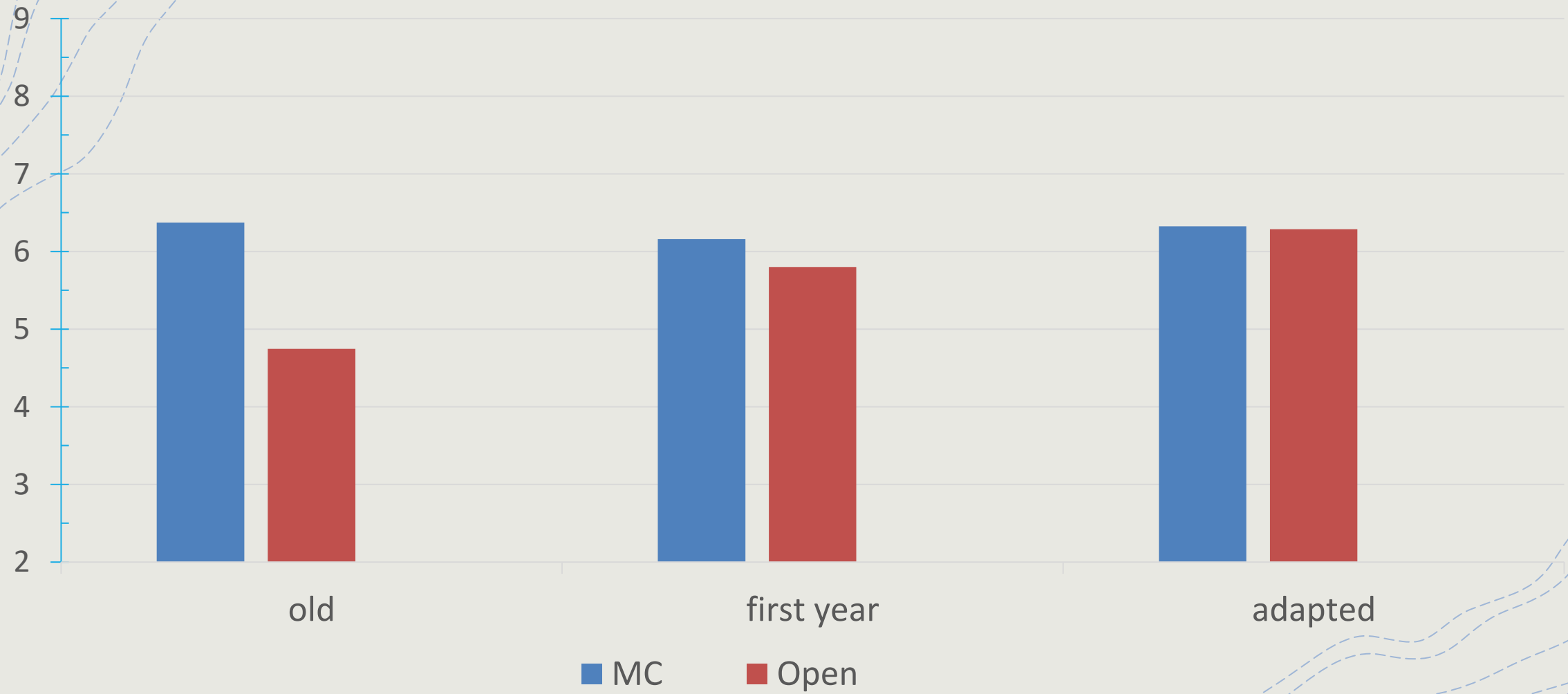


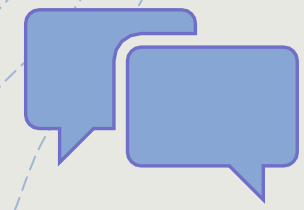
Evaluations (written & oral) first year:

- Group work on presentation nice idea and did improve their work, but
  - they disliked tutorials without a teacher
  - Were not satisfied about the motivation of fellow students
- Presentations in front of whole goup:
  - Boring, too much
  - Not enough room for discussion

- Therefore adaptations for next cohort:
  - Group work in tutorials with teacher
  - Presentations in tutorials with discussion

Grades for mc and open questions





Student evaluations

- Written
- Oral with teachers
- Focus groups with student-leaders

Positive

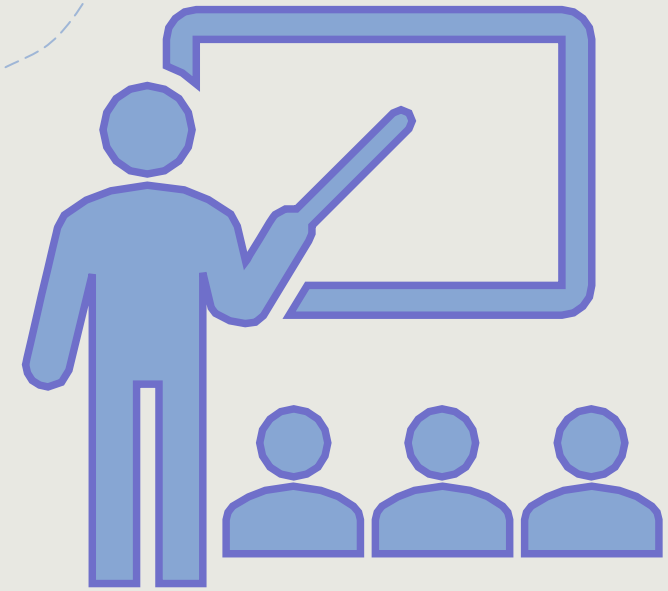
- Interactive lectures interesting and fun
- Became clear what was known and what they learned
  - Assignments challenging
- Finally ‘really understood’ theory (deeper learning)

- Learned more if made assignment prior to lecture
  - 68.2% agreed (very much)
- Assignments made link between theory & practice more clear
  - 79.1% agreed (very much)
- Learned a lot from small group discussion
  - 62.1% agreed (very much)
- Started learning earlier
  - 73.1% agreed (very much)

Negative

- Uncertain how to learn (some students)
- Less time for reading complete chapters
- Presentations of other groups not usefull – 39.2%

Conclusion



+ **These findings suggest that**

+ **Challenging applied assignments, especially**
+ **- when given prior to a lecture (flipped classroom)**
+ **- when students further discuss and improve these assignments in small groups (TBL)**
+ **- when supervised, with feedback from teacher**

+ **… help students to better understand how theoretical knowledge is applied in clinical practice.**

It does take some years to find out ……

Publication



- Beek, Y. van (2020). Using Flipped Classroom and Team-Based Learning Techniques to Stimulate Higher Levels of Understanding in Developmental Psychopathology. *Psychology Learning & Teaching (online)*. https://doi.org/10.1177/1475725720964989