Summary

A sense of urgency exists among nurse educators to determine the best possible teaching strategies to create a rich, engaging learning environment for nursing students. With the calls for transformation, innovation, and excellence in nursing education. Team-based learning, an innovative teaching strategy, designed to enhance the quality of learning through the use of high-performing learning teams. The principle behind team-based learning is that students working together as a team are capable of achieving a higher level of learning than individual students alone and may be effective in teaching necessary skills to nursing interns, such as critical thinking, professionalism, communication, conflict management, and interprofessional teamwork.

The aim of the present study identify the effectiveness of implementing team building strategies program for nursing- interns by using team-based learning at Benha University Hospital through; designing and implementing team building strategies program for nursing- interns using team based learning, measuring nursing-interns readiness assurance to TBL, evaluating the effectiveness of the designed program on nursing interns' knowledge and skills, identifying nursing –interns' attitude toward team based learning, and determining nursing- interns preference team based learning or traditional methods.

To fulfill the aim of the study one hypotheses was formulated and tested; nursing- interns who exposed to team based learning have higher scores in knowledge and skills about team building strategies than the non-exposed group.

The current study was conducted at " Medical and Surgical Clinical Departments" of Benha University Hospital where nursing interns were trained. The subjects who participated in this study nursing interns who were enrolled in the internship year 2012/ 2013 at the Faculty of Nursing. included (69) nursing-interns divided into two groups; a control group (traditional learning )(35) and experimental group (34) (team based learning).

Tools used for data collection were developed by the investigator the following **first** “*Getting to know participant questionnaire*”;for ice breaking and help in forming diverse teams, it consisted of 21 questions. **Second** “Readiness *assurance test for TBL*"; it consisted of 30 items and contained two parts: **(a)** *Individual readiness assurance test* (IRAT); to ensure from nursing-interns readiness to apply knowledge in class activities. **(b)** *Group readiness assurance test* (GRAT**);** to ensure from individual members have prepared for the group work. **Third** *Team building knowledge questionnaire*; in order to assess the nursing interns’ team building knowledge, it consisted of 50 questions.

"*Team building skills checklist*" as the **fourth** tool, it divided into two parts: **(a)***Observational checklist for team building strategies practice*; in orderto assess nursing interns 'skills regarding to team building strategies , it consisted of 59 items with regards to commitment (8 items), contribution (12 items), communication (10 items), cooperation (5 items), conflict management (7 items), connection (7 items), and change management (4 items). **(b)** *Observational checklist for team leader skills*; in orderto describe team leader behavior regarding to team , it consisted of 21 items. **Fifth** *"Self evaluation checklist*" ; for increase nursing intern`s responsibility and develop better understanding of their own subjectivity and judgment, it consisted of 20 items. **Sixth**" *Peer evaluation checklist*"; for lift the role and status of the nursing intern`s from passive learner to active learner and assessor, it consisted of 20 items.

*Attitude toward TBL questionnaire* as the **seventh** tool: to determine nursing interns’ attitudes toward TBL ,it covered 20 items based on five dimensions; satisfaction with team experience (4 items), team impact on quality of learning (3 items), satisfaction with peer evaluation (5 items), learning environment (3 items) and professional development (5 items). and **eight:** *Preference for TBL or traditional methods questionnaire* ; in order to identify nursing intern preferences for team- based learning or traditional one ***.*** It covered 20 items based on three dimensions; nursing- interns behaviors according to TBL (8 items), faculty instructors – nursing interns' interactions (4 items) and learning environment according to TBL (8 items).

**The study has generated the following findings:**

* The majority of nursing-interns (85.30% &79.40%) were ready for team based learning during immediate post and at follow up phases respectively, and there was a high statistical significant difference in many items at different study phases.
* There was general improvement in team building knowledge and skills in immediate and follow-up phases for both control and experimental groups as compared to pre program phase. The experimental group obtained the highest mean score in team building knowledge and skills in immediate and follow-up phases, than control group with a high statistical significant difference (P≤ 0.001)**.**
* There was a statistical significant difference between experimental and control leader groups at different study phases. Also , experimental leaders group obtained the highest mean scores (41. 64 ± 2. 81 & 41.11 ± 1.93) in leadership skills than control leaders group(25. 40 ± 6. 50 & 22.20± 1.09) during immediate post and at follow up program respectively.
* There was a high statistical significant difference (P≤ 0.001) among mean scores for the experimented nursing- interns attitude pre , immediate post, and follow-up phase. Also, there was a positive attitude toward team based learning.
* The highest percent of nursing – interns (88.20% &76.50%) were preferred for team based learning during immediate post and at follow up program respectively.
* There was a statistical significant positive correlation between nursing –interns readiness and their knowledge , preferences, and skills . With r =( 0.931 , 0.851 & 0.608) respectively. this means when nursing- interns readiness 'increased , their knowledge preference, and skills increased at follow up phases of the program.
* There was a high statistical significant differences among experimented nursing – interns group at different phases of the study in relation to their level of knowledge ,attitude ,peer evaluation ,and self evaluation. While there was a statistical significance difference among their readiness, skills, and preference.

***In the light of the findings obtained from the present study, the following points are recommended:***

1. Faculty decision makers integrate the concept of teamwork in the mission and vision of faculty.
2. Integrate the concept of team building in the curriculum for the graduate and undergraduate students.
3. Integrate the team based learning in the faculty as an interactive learning method.
4. Disseminated the developed "team building program" to faculty students.
5. Teaching staff should be trained to apply and use team based learning approach.
6. Provide the nursing-interns with different activities to accept the responsibilities and developing their abilities.