**Team-based-learning in teaching disaster medicine for undergraduate medical students**

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**Introduction and aim:** Team-Based Learning (TBL) is accepted as an active learning method with positive effects on learning outcomes (1-2). We aim to report our recent experience in using TBL in teaching disaster medicine for undergraduate medical students.

**Methods:** 5th year medical students were asked to triage victims of a standardized clinical scenario of a car bomb that resulted in 6 victims using TBL. The injuries ranged between psychological trauma to expectant death. TBL activity was part of the undergraduate surgical curriculum and lasted for 2 hours. 98 medical students (60 females, 38 males) were taught in 24 teams having 3-6 students in 6 sessions (4 teams in each session) during the period of 12 months. Triage was done according to a simple ABC approach. Initially each student did the triage alone, then with the team, and finally with the whole class. A team leader was chosen for each team in which she/he was asked to facilitate the discussion, present the findings, and defend the group decision in the class discussion.

**Results:** TBL sessions were dynamic, rich in debate, and interactive. The students were completely involved in the discussion and the decision-making process. They showed maturity in understanding the scenario, following the rules, and making and defending their decisions. There were two clear observations on the triage of the students. Students over-triaged the victims and did not use the expectant category.

**Conclusions:** Principles of disaster medicine, like triage, can be included in the undergraduate curriculum. TBL was useful in promoting working within teams, critical decision making, and leadership; all are essential components of management of disasters.