



CREATING THE DREAM TEAM: A NEW CURRICULUM TRAINING CRITICAL TEAMWORK SKILLS



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The Case for Training Teamwork Skills In Medical School

Team-based learning (TBL) is being increasingly adopted in education, healthcare and the corporate sector as a more efficient learning strategy that leverages the strengths of a team and aligns with adult learning theory's emphasis on active learning. For TBL to be most effective, the team itself must also be a high performing team. This requires that team members not only have sufficient content understanding, but they must also have effective interpersonal skills.



Teamwork workshops train students to in emotional intelligence, personality and work style preferences, conflict styles and how to navigate team challenges, giving and receiving feedback, critical reflection, and creating trust and engagement.

Five times per year students provide team peer feedback on professionalism qualities to reinforce helpful, effective team behaviours and constructive areas for development. Students write critical reflections considering their mental and emotional reactions to feedback, and the value and plan to incorporate feedback.

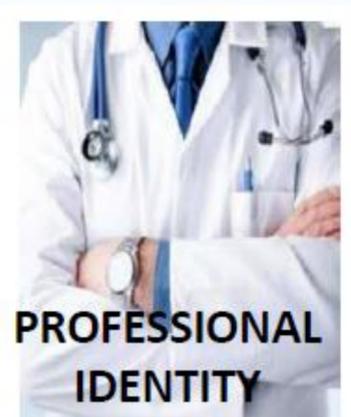
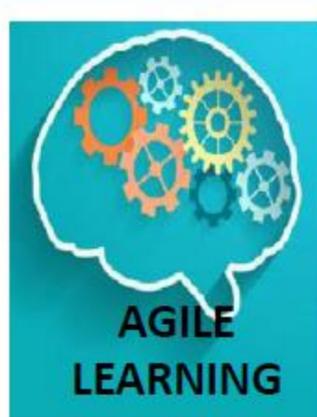
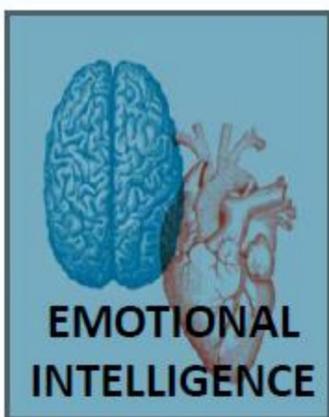
Team coaching sessions explore team dynamics and strategies for improving effectiveness and performance including: clarifying team vision of a high performing team, managing individual and team goals, developing empathy and exploring new perspectives, self and other-compassion, and planning for the transition to the wards.

Key Program Learnings

1) Teamwork and the ability to give and receive feedback are critical professional skills. However, students often report that providing feedback is an additional stress both in terms of time required and concerns about creating conflict. For students to provide quality peer feedback the time burden and fear of creating conflict must be addressed. 2) Our observation is that team coaching helps students to be more proactive and strategic with team dynamics and effectiveness, and is especially beneficial for teams experiencing dysfunction. Team coaching sessions are also strategic opportunities for faculty coaches to build relationships with students and develop greater insight into individual team's performance and wellbeing, and allows for more targeted team interventions.

Team Effectiveness Innovation

Many medical students find navigating team dynamics to be challenging and a source of stress on top of the normal demands of medical school. The Duke-NUS Phase 1 curriculum includes workshops, peer feedback and critical reflection, and team coaching sessions to set teams up for optimal team dynamics and performance.



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