



Week 2: Plenary & Working Group - Teamwork in Medicine

Tutor Guide

Friday, October 2, 2009

Plenary: 1:30-2:15pm, Room 221 CMW

Small Group Session: 2:25-3:20pm, Small Group Rooms

There will be a Faculty Orientation Session at 12:30 in Rm 221CMW prior to today's Plenary/Working Group.

Please feel free to bring your lunch.

All Tutors are required to attend.

THIS GUIDE IS STILL SUBJECT TO REVAMP FOR AY 09-10

TODAY'S SCHEDULE:

1:30 - 2:00pm: All groups meet in 221 CMW.

2:10 – 3:20pm: in Small group rooms

5 minutes - Introduce all group members (faculty, M4's, and M1's)

Each member of the group should introduce himself/herself by stating his/her name, where he/she is from, and mentioning one thing about which he/she is passionate (medically related or not). The faculty should start. At this time M4s should specifically introduce themselves to the M1s in their sub-group.

2 minutes – Introduce working group sessions

Faculty tutor should briefly explain that Working Group sessions provide an opportunity for students to work on and discuss key concepts of the course in a positive, non-threatening learning environment. Students, in turn, are expected to contribute by coming to sessions prepared, by actively participating, and by giving constructive feedback to each other. One or more M4 students, who are co-tutors, will participate in each Working Group session.

5 minutes – Review evaluation forms included in your packet

Review the mid-year and year-end Working Group evaluation forms and student self-assessment form, including the specific criteria/items on which students will be evaluated.

1. Review agenda and learning objectives of game (5 min)
2. Teeter-Totter Game (20 min)
3. Debrief of activities and feedback (25 min)
4. Closing reflections (5 min)

SMALL GROUP SESSION OBJECTIVES:

- Identify different qualities and characteristics of effective teamwork.
- Through a group problem-solving task, gain a greater appreciation of the importance of effective teamwork skills in problem solving tasks.

1. Review agenda and learning objectives (5 min)

2. Teeter-Totter Game (20 min)

Supplies:

- Cinder block
- 2' X 10' X 2" board
- Four eggs (patients)
- Two pieces of foil (to be laid under eggs to protect carpeting)

Goal:

To have 7 students position themselves onto the board (all at one time), stand in place for 10 seconds, then get off the board without breaking either egg (harming the patient) placed under each end of the board.

Instructions:

1. The cinder block is placed in the center of the room.
2. The middle of the 10' board is placed on the cinder block and equally balanced so it creates a potential "teeter-totter" effect.
3. One egg (patient) is placed under each end of the board. Eggs (patients) cannot be touched or moved by the students from their starting positions under each end of the board.
4. The board or cinder block cannot be touched or moved by the students from the starting position.
5. All seven students must enter and exit the board in the middle (at cinder block) and then move outward to allow additional students to get on the board.
6. All seven students must have both their feet on the board for 10 seconds (all at one time) before beginning the process to get off the board.
7. All students must be completely off the board and both eggs unbroken (patients not harmed) to successfully complete the task.
8. Students have 10 minutes to complete the task – this includes any discussion and strategy time they may take before starting the task.
9. If either egg (patient) breaks, the task is unsuccessful and the patient is harmed.
10. If either egg (patient) breaks, students are allowed a second 10 minute attempt.
11. If the students complete the task successfully after the first try, they should debrief and reflect on the task with the facilitators.
12. If the students do not complete the task successfully in two attempts (patients harmed), they then debrief and reflect on the task with the facilitators.

3. Debrief of activities and feedback (20 min)

The debriefing period after the task is a very important part of the learning experience for the students. Please allow enough time for students to reflect on:

- a. What worked well for each team member and for the team as a whole?
- b. What did not work well for each team member and for the team as a whole?
- c. Did one student assume a leadership role? Did more than one student assume a leadership role? How did that work for team dynamics? Was it successful?
- d. What teamwork qualities were important for successful completion of the task?
- e. For those teams that broke the egg (harmed the patient), how did it feel?
- f. Did the team feel any stress, distress, or frustration during the task? If so, how did the team handle it?
- g. Would the students now do anything differently based on this discussion?

4. Discussion on the two clinical teamwork articles (5 min)

- a. Correlate issues from the teeter-totter game with any clinical case situations tutors have experienced. Bring clinical experiences into discussion so the M1 students can translate how effective or ineffective teamwork can change patient outcomes. (e.g. one example of effective team-based patient care that led to a good outcome and a second example where ineffective team-based care led to a poor or unintended outcome)
- b. Have students discuss the two assigned articles(below). Students are expected to have read these prior to class.

Click on icons below.



Reconfiguring Clinical Teamwork for Safety and Effectiveness.pdf Error Stress and Teamwork in Medicine and Aviation.pdf

5. Closing reflections (5 min)

- a. Summarize the take-aways from today's session.

UPCOMING ASSIGNMENTS TO BE RECEIVED BY YOU FROM STUDENTS:

- **Complete History Write-Up** based on the Standardized Patient interviewed at their Complete History Workshop. Workshops occur between January 7 and February 4, with student write-ups due **one week** after their workshop. Please make comments/provide feedback for this write-up. This can be done in person, electronically through e-mail, or in hard copy.
- **Social History Write-Up** based on the Standardized Patient interviewed at their Sexual Health and Substance Use History Workshop. Workshops occur between January 12 and February 13, with student write-ups due **one week** after their workshop. Please make comments/provide feedback for this write-up. This can be done in person, electronically through e-mail, or in hard copy.

Your next session on 10/9/09 will begin with a large group session at the Student Union in Chicago Rooms B & C.

Click here for the tutor guide for the next session.