

# Working Group - Teamwork in Medicine

## Tutor Guide

November 2, 2007

### Welcome to ECM 1-2!

You should begin today's session by going around the room and having everyone introduce themselves. You might try warming up the group by having each student talk about where they're from and what their undergrad degree is in, or have some fun by asking them to name their favorite TV show or tell everyone a secret that no one knows about them.

A first day packet has been prepared for you which will contain some materials for the tutor and the group, and will be delivered to you in your [assigned classroom](#) at the time of the session. In it you will find an [attendance sheet](#) and [picture sheet](#) of the students in your group, and also 14 copies of the [Summative Evaluation Form](#). Please distribute the grading forms to students and go through each item so that students will know exactly how they will be evaluated. Refer them to the [Final Grading Breakdown](#) if they have questions about how the working group grade is configured within ECM1-2.

Also included in the packet will be a copy of the [Basic Interpersonal & Communication Skills \(BICS\)](#) scale which will be used for assessment of students in standardized patient encounters throughout their training. However it is also a handy guide for students to keep in mind whenever talking to patients. This scale was distributed and discussed in the [Learning to Take a History](#) plenary prior to the first working group session, so we wanted you to have a copy. Along with the scale, you will receive a card with the ECM [Medical History Checklist](#) donated by Dr. Steven Potts and Mercy Hospital. All students received this card at the plenary (if they attended!), so we wanted you to have a copy, too.

Before beginning the topic for the session, please explain how the working group sessions work (classroom vs. hospital, professional dress), etc. This was discussed in the course orientation, but students will no doubt still have questions.

### Today's Schedule

1:30 - 2:00 pm: All groups meet in 423 CMW.

2:10 - 2:30pm: Assemble in working group rooms; brief introductions and questions

2:30 – 3:30pm

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
- Two eggs (patients)
- Two pieces of plastic (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 (25 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. Closing reflections (5 min)**