

INCORPORATING TEAMWORK TRAINING INTO THE EM CLERKSHIP

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Objectives:

1. Identify the benefits of providing teamwork training to medical students
2. Describe several specific techniques and modalities for teaching teamwork skills during an EM clerkship, with a focus on team communication and team leadership
3. Develop strategies for assessing these teamwork behaviors

Why include teamwork training in the EM clerkship?

- There is a general paucity of explicit teamwork training in medical school and residency, yet teamwork behaviors are assessed at multiple stages of training
 - Medical students: EPAs, institution-specific milestones
 - Transition to residency: SLOEs
 - Residency: ACGME Milestones
- The ED provides a rich environment to observe teamwork behaviors in action
- Teamwork training may empower students to play a more active role on medical teams

Interactive instructional strategies for teaching teamwork:

- Teamwork exercises:
 - LEGO game, paper chain game, rope game, Zoom
- Simulation (low- and high-fidelity):
 - Variety of clinical scenarios applicable across medical specialties
 - Designated “hot-seat” student
 - Built-in resource limitations, opportunities for consultations/handoffs
 - Video playback
 - Structured debriefing
- Exposure to a variety of clinical environments
- Reflections on observed teamwork behaviors

Methods to assess teamwork behaviors at all levels of Miller’s pyramid:

- Knows/knows how:
 - Multiple-choice or short-answer questions with or without a video stimulus
 - Reflections on personal or observed teamwork behaviors
- Shows how: Simulation-based assessments
- Does: Workplace-based assessments (EPAs, milestones)

References:

1. Earnest MA, Williams J, Aagaard E. Toward an optimal pedagogy for teamwork. *Acad Med.* 2017;92(10):1378-81.
2. Lerner S, Magrane D, Friedman E. Teaching teamwork in medical education. *Mt Sinai J Med.* 2009;76(4):318-29.