

## **An investigation of the influence of previous team experience on medical students' attitudes about the value of teamwork**

### **Abstract**

**Background:** A growing number of medical schools use Team-Based Learning (TBL) in medical education. TBL is well-documented as a mode of instruction. The benefits of TBL, including promoting active learning and problem solving, have also been reported in the literature. Previous studies have demonstrated that student attitudes about working in teams change after participation in a curriculum using TBL. Understanding the role of previous team experiences may improve planning and implementation of team activities in the medical school curriculum. **Aims:** This study aims to assess whether previous team experience influences medical students' attitudes about the value of teamwork. **Method:** The Value of Teams survey was administered to incoming first-year medical students in August 2012. The investigators will review medical school applications for evidence of participation on curricular and co-curricular teams. Next, we will extract relevant team data and create a brief "team experience profile" for each student. We will use descriptive statistics and correlation to explore any relationships between students' survey responses and their level of participation in teams before matriculating to medical school. Findings will be disseminated via a medical education conference proposal, manuscript, and faculty development workshop.

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