

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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PROPOSAL

Statement of Purpose

A growing number of medical schools use Team-Based Learning (TBL) in medical education. TBL is well-documented as a mode of instruction.^{1,2} The benefits of TBL, including promoting active learning and problem solving, have also been reported in the literature.³⁻⁵ Previous studies have demonstrated that student attitudes about working in teams change after participation in a curriculum using TBL.⁶ A comprehensive review of the curriculum is underway at Creighton University School of Medicine, and one committee has proposed introducing TBL in the pre-clinical curriculum as a means to enhance student learning and assessment across courses and disciplines. The findings of this study will be used to inform curriculum planning. We are unaware of any published studies that have investigated whether previous team experience influences medical students' attitudes about the value of teamwork. Understanding the role of previous team experiences may improve planning and implementation of team activities in the medical school curriculum. This study aims to assess whether previous team experience influences medical students' attitudes about the value of teamwork.

Project Design

The Value of Teams (VOT) survey (used with permission of Larry Michaelsen, PhD) was administered to incoming first-year medical students in August 2012. The investigators will review the application files of M1 students who completed the survey and provided consent to participate in the study. We will examine the files for evidence of participation on curricular and co-curricular teams. Next we will extract data (e.g., name or type of activity such as "swim team") 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. The Creighton University IRB has already provided approval for this investigation.

Timeline for Completion of the Project

December 2012	Complete preliminary data analysis; develop list of coding categories
January-March 2013	Begin review of application files, create team experience profiles for each student
April-May 2013	Conduct data analysis
April 2013	Conduct faculty development session on TBL
May 2013	Submit progress report to AEA Office
June-July 2013	Write manuscript and submit to a medical education journal
Fall 2013	Present at on-campus session

Expected Product and Project Design

The findings of this investigation will be reported via a medical education conference presentation proposal and manuscript submission. In addition, we anticipate that our findings, and certainly our preparation for this investigation, will be useful when we conduct faculty development sessions to orient faculty to TBL. The first faculty development session will occur during the 2013 spring semester.

Sustainability

This study could be replicated with a second cohort of students who matriculate in August 2013. We may also seek co-investigators at another medical school to permit a multisite investigation.

Budget

Budget narrative: Funding will be used to purchase books on Team-Based Learning. These will be used by the investigators to conduct the research and prepare for faculty development sessions. The additional copies will be distributed to faculty who attend the sessions.

Book Title	Cost	# Copies	Total
Team-Based Learning for Health Professions Education: A Guide to Using Small Groups for Improving Learning	24.13	18	434.34
Team Based Learning: a Transformative Use of Small Groups in College Teaching	22.14	3	66.42
Total funding request:			500.76

References

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3. Haidet P, Levine RE, Parmelee DX, Crow S, Kennedy F, Kelly A, Perkowski L, Michaelsen L, Richards BF. Guidelines for reporting Team-Based Learning activities in the medical and health sciences education literature. Acad Med. 2012; 87:292-299.
4. Haidet P, Richards B, Morgan RO, Wristers K, Moran BJ. A controlled trial of active versus passive learning strategies in a large group setting. Adv Health Sci Ed. 2004;9 (1):15–27.
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