



The University of Sydney

Preparing our students for future practice: influencing attitudes towards teamwork

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IPL Context and Rationale

- Component of strategic direction
- Early introduction into curriculum
- Teamwork a fundamental concept
 - knowledge + skills + attitudes



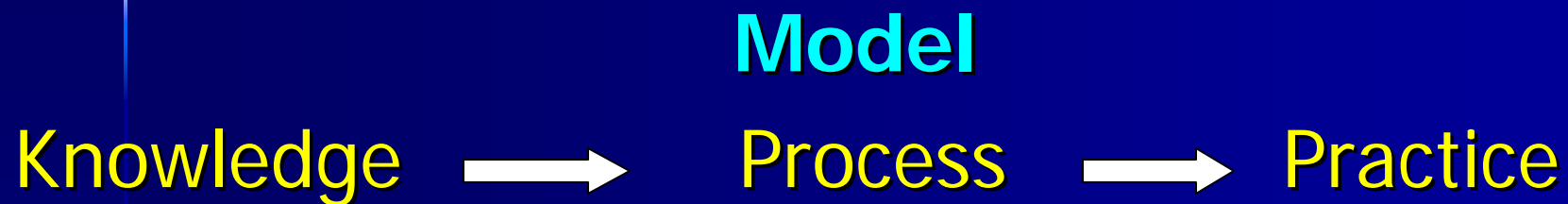
Educational Design

COMPETENCY

“Know how to communicate with people and work as part of a team”

(National Patient Safety Educational Framework - Foundation Level)

Educational Design 1



Learning Outcomes

Prior teamwork

Prior values & assumptions

Relevance to health

Effective teams

Team dynamics

Team communication

Roles within teams

Strategies adopted

Team participation

Evaluation process

Evaluation dynamics

Report process

Report dynamics

Educational Design 2

KNOWLEDGE



PROCESS



PRACTICE

LEARNING ACTIVITIES

- Independent online learning
- Lecture
- Face to face team building workshop
- Debrief & analysis
- Team formation
- Team project

ASSESSMENT

- **Formative:** Knowledge & attitudinal questions
- Participation in team formation process
- **Summative:** Team project report & presentation

Aims of Research Study

To evaluate participants':

1. change in attitudes to teamwork in a health care setting
2. satisfaction with the module
3. perceptions of the effectiveness of such educational initiatives

Study Design

- *Pretest/post-test non-equivalent control group* design
- Control Grp: 1st yr BMedSc students
- Intervention grp: 1st yr BHSc students
Attitudes to teamwork questionnaire
- Feedback survey
- Focus groups

Scale:

Attitudes to healthcare teams

- Team value
- Team efficiency
- Shared leadership

Heinemann et al, 1999;

Hyer et al, 2000;

Leipzig, 2002

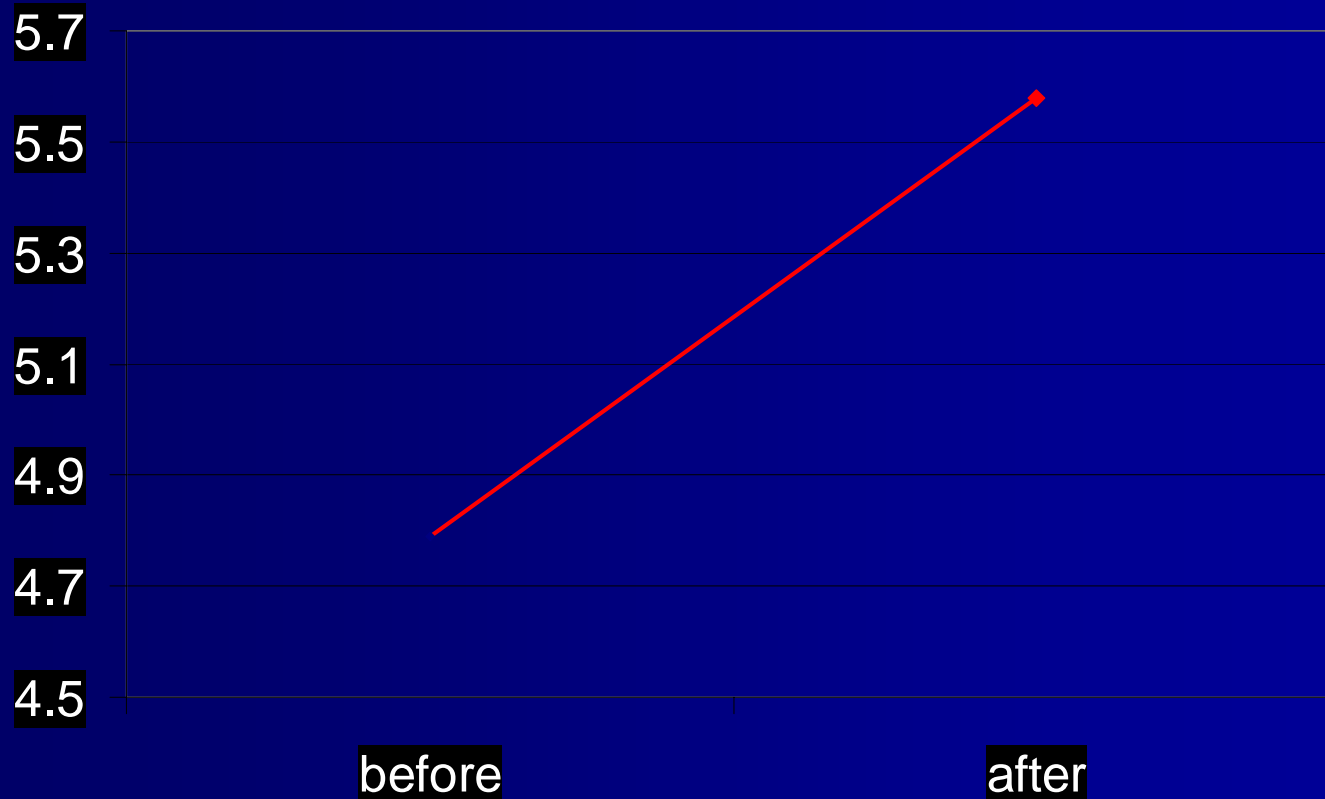
Key Findings: Control v Intervention grp

Item	Level of significance
Physicians are natural leaders	0.001*
In most instances, the time required for team meetings could be better spent in other ways	0.003*
Developing a patient care plan with other team members avoids errors in delivering care	0.02*
The physician should not always have the final word in decisions made by health care teams	0.07

* Significant at < 0.02

Key Findings: Teamwork Questionnaire

Globally positive attitudes to teamwork



Key Findings: Teamwork Questionnaire

Item	Level of significance
Physicians are natural leaders	0.04*
Patients are less satisfied with their care when it is provided by a team	0.06
The team approach permits health professionals to meet the needs of patients and caregivers as well as patients	0.08
In most instances, the time required for team meetings could be better spent in other ways	0.09

* Significant at 0.05

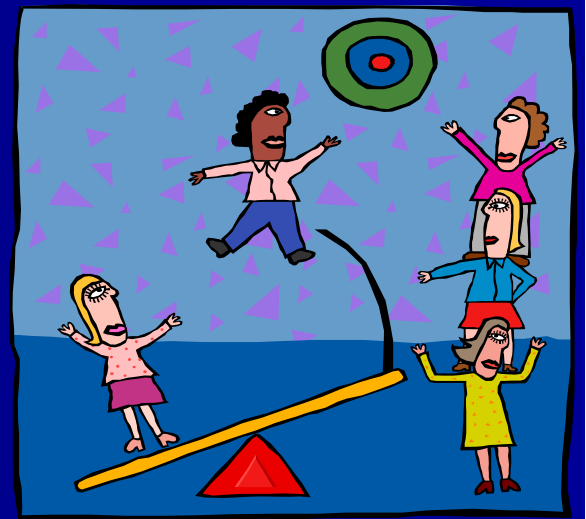
Key Findings: Student Perceptions

Key themes

- Educational design
 - Experiential learning
 - Variety of delivery methods
 - Assessment format
- Application of module
- Teamwork skills & and insights

Study Limitations

- Small sample size
- Wide spread of standard deviations
- Sensitivity of tool to measure change
- Suitability of tool for 1st yr students
- Student already +ve attitudes pre module



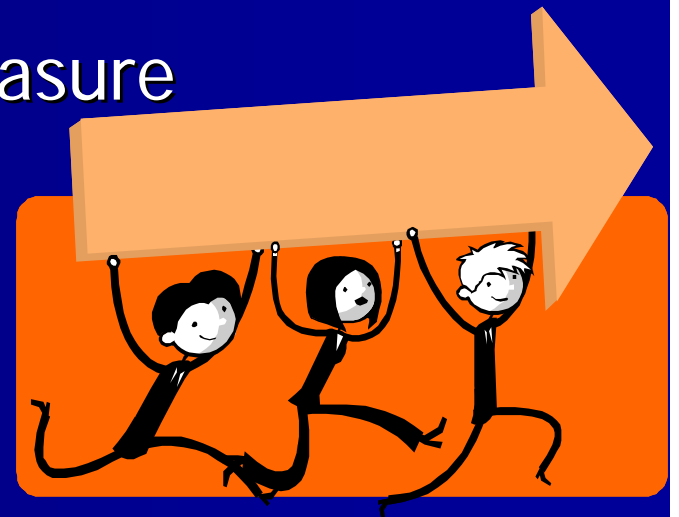
Study Implications

- Teamwork module worthwhile component
- Impact of interprofessional delivery
- Collaboration btw Faculties
- Importance of staff development



Future Directions

- Interprofessional delivery of module
- Compare results across professions
- Longer term follow up of students
- Refinement of “attitudes to teamwork” tool
- Development of a tool to measure behaviour change

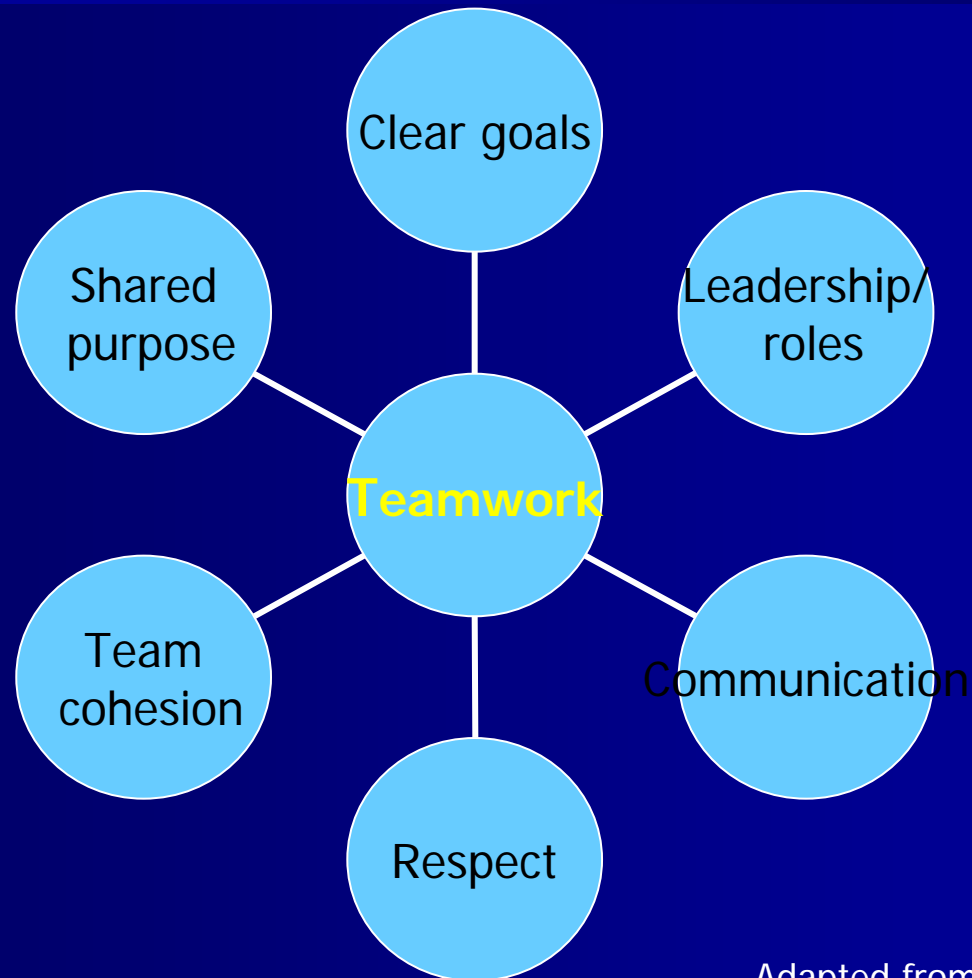


References

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"Teamwork in Health" Module



Adapted from Mickan & Rodgers, 2005