

Teaching faculty to facilitate team-based health care professionalism workshop in the team-based learning style

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To equip faculty to teach medical professionalism, a core competency of the Accreditation Council for Graduate Medical Education, we developed a professionalism curriculum entitled "Team-based Health Care Professionalism" and offered it as a half-day Train-the-Trainer workshop. Participants included physicians, nurses, allied health professionals and administrative staff.

The workshop aims to expose participants to cases where the virtues of professionalism are tested and to encourage participants to appreciate and reflect on the significance of teamwork as a problem-solving tool in times of interdisciplinary conflicts.

Prior to the workshop, participants read articles pertaining to professionalism as preparation. During the actual workshop, participants were grouped to ensure an even distribution of health care professionals in each group. Participants first took an individual readiness assessment consisting of 10 multiple-choice questions, formulated on the basis of reading materials. They attempted the questions again as a team, which is the group readiness assessment process. Groups highlighted wrong answers or doubts and assigned their issues to another group. Every group took on issues and gave a presentation on how they would have addressed the issues. This is known as the post group readiness assessment discussion.

The next segment was an application exercise, consisting of a group discussion on case scenarios. Participants had to apply professional and ethical principles to choose an answer for each case and be prepared to justify their answer. At every juncture, the facilitators shared tips on how to facilitate each segment effectively with recommended questioning techniques.

At the end of the workshop, most of the participants agreed that it was conducted in an interesting style and the discussions were thought provoking, but whether the workshop instilled actual values of medical professionalism still needs further assessment through the participants' ethical reasoning, analysis, judgment and application of knowledge in their daily work.

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