

Innovating Team Dynamics: Implementation of Bespoke Team Charters within Medical Student Dissection Teams

Emily C. Tenniswood, BS¹, Stefanie M. Attardi, PhD²

¹MD Candidate, Class of 2027, Oakland University William Beaumont School of Medicine

²Associate Professor, Department of Foundational Medical Studies, Oakland University William Beaumont School of Medicine

Introduction

- Post-COVID-19, students in our M1 Anatomical Foundations of Clinical Practice (AFCP) courses **increasingly request faculty guidance or intervention in managing intra-dissection team conflict**
- Team charters are proposed as a method of **mitigating conflict** and **promoting effective teamwork**^{1,2,3}
 - Described as a **team-created document** that “defines the team’s **mutual expectations and norms** for collaboration”⁴
 - **Bespoke team charters** have been studied in medical student dissection teams⁵
 - However, previous charters were not driven by **formal student observations** of teamwork skills
- **AFCP evaluation assignment**, which elicits peer feedback on student team behaviors, could be **leveraged in team charter development**
- **Evaluation prompts** utilized to elicit student peer evaluation statements are as found below:
 - *What is the single most valuable contribution this person makes to your team?*
 - *What is the single most important thing this person could do to more effectively help your team?*

Aims and Objectives

- Aim #1** → Cultivate an understanding of behaviors contributing to team dynamics within M1 student anatomy lab teams
- Aim #2** → Craft targeted prompts designed to elicit discussion of these behaviors for a bespoke team charter assignment, to be implemented in Fall 2025 AFCP courses

Approach/Process

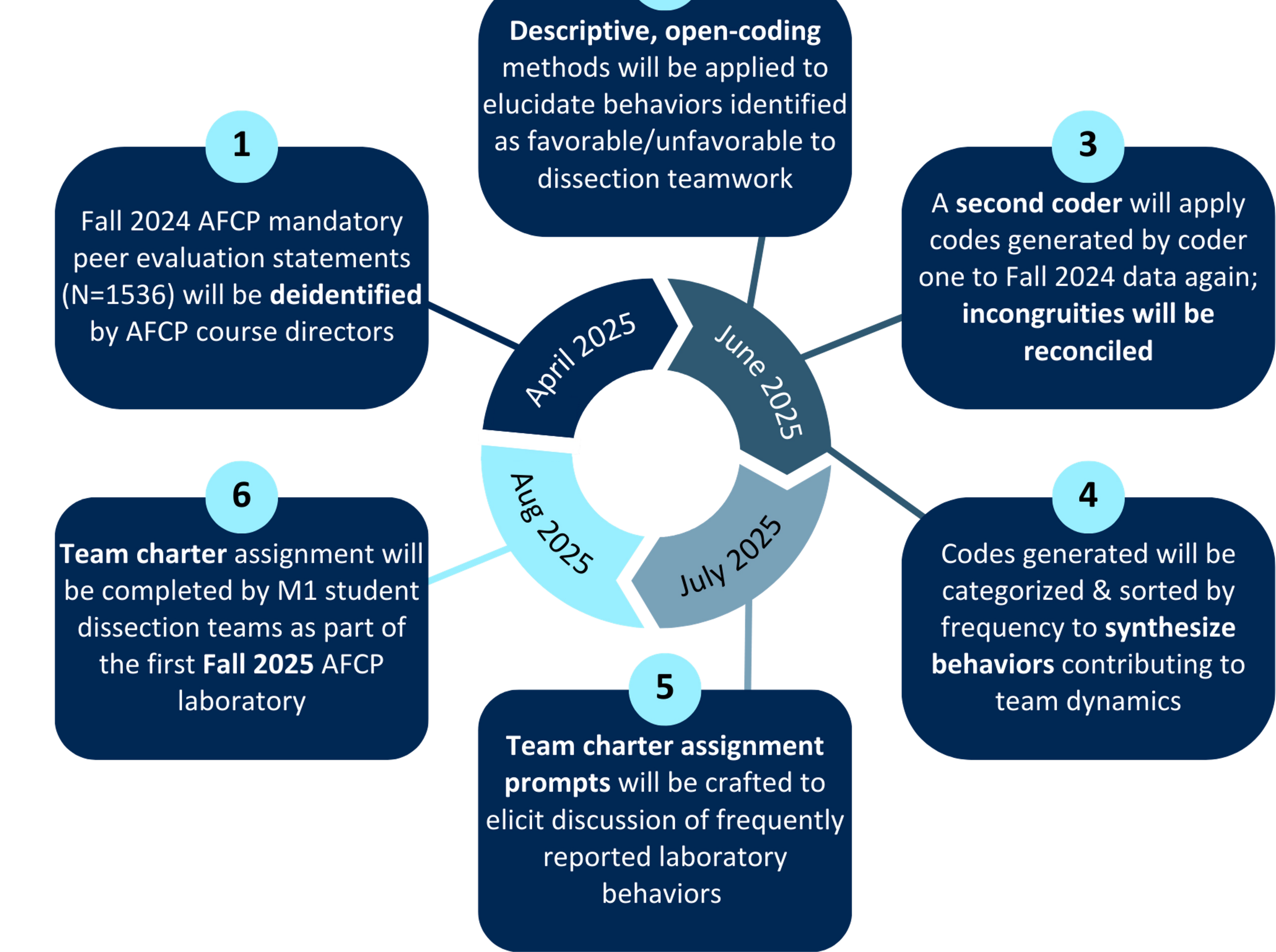


Figure 1. Process for development of novel 2025 team charter assignment

Evaluation Plan

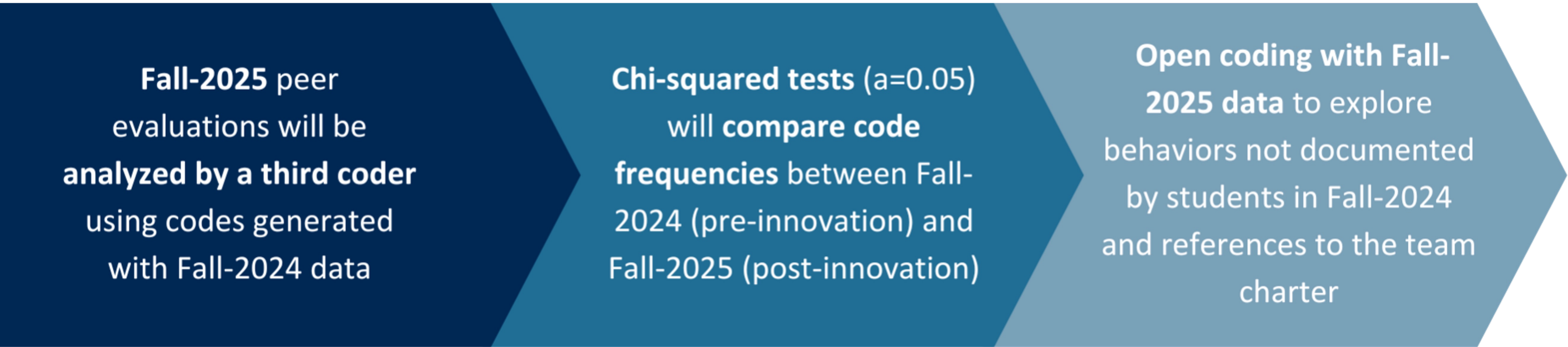


Figure 2. Process for evaluating effectiveness of novel 2025 team charter assignment
Pre-intervention data (2024) will be compared to post-intervention data (2025)

Expected Results

AFCP M1 anatomy lab teams will **create team charters** outlining **expectations** for collaboration and conflict management

It is anticipated that an **increase in favorable** and **decrease in unfavorable behaviors** will be observed in Fall-2025 peer evaluation statements

Discussion

Benefits:

- All students are required to submit peer evaluations, therefore all students in course are accounted for
- Active course allows for most recent available data

Limitations:

- Students may not be honest or may sugarcoat feedback⁶
- Student concerns about true anonymity or disregard for assignment due to lack of grade attached may influence content

Future Directions:

- Develop updated prompts for Fall-2026 team charter assignment (repeat process outlined in Fig. 1)
- Elicit student perspectives on influence of team charter on team dynamics

References

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Questions? Contact: etenniswood@oakland.edu