

# Anatomy of Teamwork: Leveraging Peer Feedback to Build a Bespoke Team Charter Assignment

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## 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**<sup>1,2,3</sup>
  - Described as a **team-created document** that “defines the team’s **mutual expectations and norms** for collaboration”<sup>4</sup>
  - **Bespoke team charters** have been studied in medical student dissection teams<sup>5</sup>
  - 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 2026 AFCP courses

## Methods

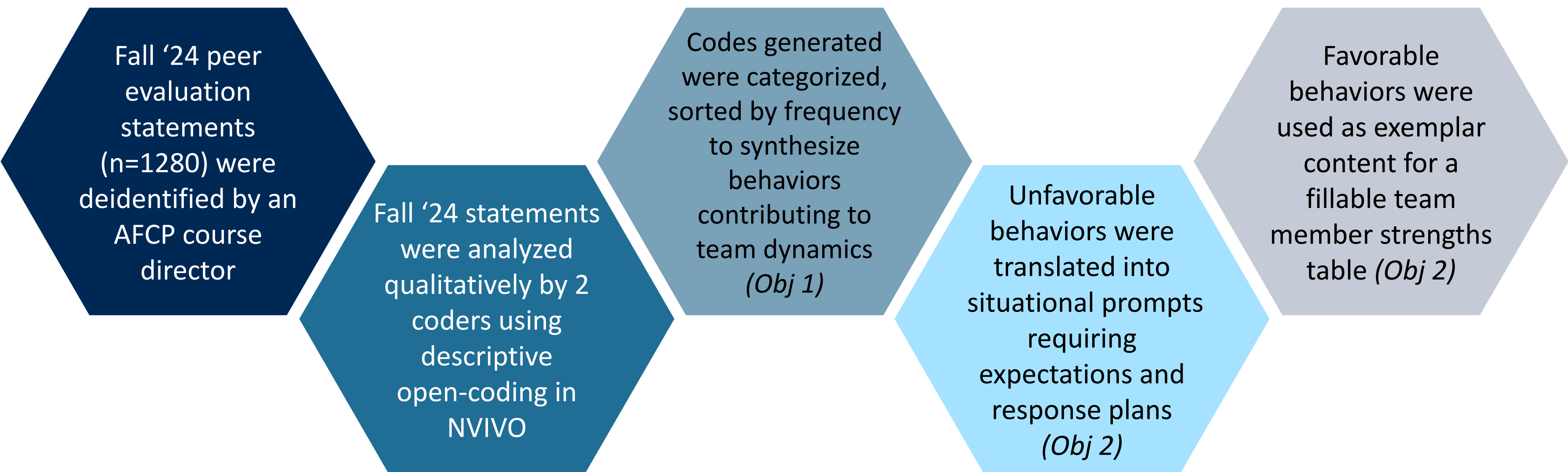


Figure 1. Methods for analysis of peer feedback and development of novel team charter assignment

## Results

- **Favorable** results revealed **32 distinct behaviors** that could be grouped under 4 categories of related behaviors: **lab activities, attributes, learning, and communication** (Figure 2A)
- **Unfavorable** results revealed **38 distinct behaviors**, which were categorized under **active participation, communication, preparation, and lab behaviors** (Figure 2B)

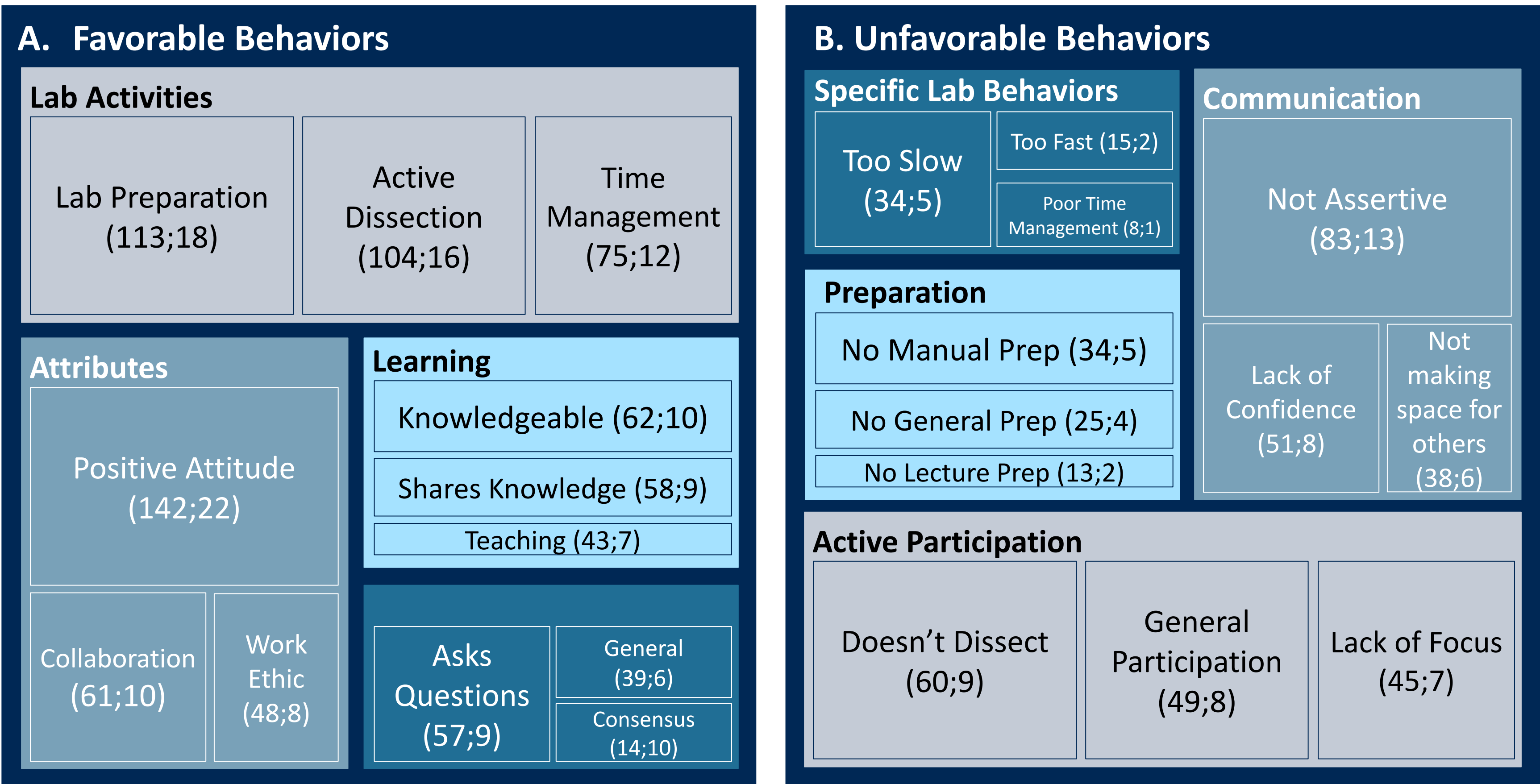


Figure 2. Top 3 most frequently reported favorable (A) and unfavorable (B) behaviors in each code category (n;%)

Scan to view the complete results of student peer evaluation analysis



## Conclusions

- Unfavorable behaviors reflect **poor dissection participation and communication**, rather than overt conflict emphasized in team charter literature<sup>3</sup>
- Students overwhelmingly recognized **positive attitude** as the most valuable contribution of team members

## Discussion

- Team charter assignment will be implemented in AFCP Fall '26 with the class of 2030
- As medicine becomes increasingly team-based, Gen Z medical students must develop necessary team skills
- The updated Foundational Competencies for Undergraduate Medical Education emphasize collaborative communication<sup>7</sup>
- Unlike pre-COVID charters offering broad guidance, our behavior-based, situational charter addresses declining baseline teamwork skills to prepare Gen Z medical students for future clinical practice

## References

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