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Examining the Impact of Personality on Teamwork-Based Simulations in Medical Student Emergency Medicine Clerkships

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SKMC Class of 2022: SI/ME Abstract

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Examining the Impact of Personality on Teamwork-Based Simulations in Medical Student Emergency Medicine Clerkships

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Purpose: As Medical Education evolves with team-based problem-solving and medical simulations, the importance of training teams is imperative to assure that students will be prepared to treat patients in multidisciplinary services. This concern necessitates the question of whether individual characteristics such as personality factors into the success and optimization of teams in team-based educational programs. Our project aims to determine whether individual personality traits can impact the success of teams in simulation-based education.

Methods: Myers Briggs Typology Indicator (MBTI) personality data was collected from Third and Fourth-Year medical students during their Jefferson Emergency Medicine Clerkship. These students were observed during educational simulations and assigned a score with the Jefferson Teamwork Observation Guide (JTOG). Data will be analyzed with paired t-test and one-way ANOVA, with teams being designated into groups based on education level, number of introverts and extroverts, and dominant function pairs (ST, SF, NT, NF) in the team.

Results and Conclusions: The data indicated that Fourth-Year teams obtained significantly higher JTOG scores than Third-Year teams, with scores of 3.15 and 2.91, respectively, with $p < 0.002$. The data also demonstrated no significant differences in teamwork scores between teams of different personality makeups. While personality type may affect inherent preferences, one can conclude from these data that this predilection does not hinder the teamwork capabilities of a group. Furthermore, these results suggest that clinical rotations completed in medical school may improve teamwork skills, which is certainly an exciting prospect in a field moving towards team-directed patient care.