

Teamwork of clinical teachers in postgraduate medical training

Citation for published version (APA):

Slootweg, I. A. (2015). *Teamwork of clinical teachers in postgraduate medical training*. Maastricht University. <https://doi.org/10.26481/dis.20150619is>

Document status and date:

Published: 01/01/2015

DOI:

[10.26481/dis.20150619is](https://doi.org/10.26481/dis.20150619is)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.

Valorisation

- The TeamQ instrument has been validated, is available in digital form and can be used as a tool to evaluate teamwork within clinical teaching teams. The instrument can be used within all of the more than 25 medical specialties within health care. The expectation is that by improving the teamwork between clinical teachers, the quality of postgraduate medical training and consequently the quality of patient care will be improved.
- The use of TeamQ is particularly recommended when key elements of teamwork are undergoing change, for example changing of key positions and resolving problems, including teamwork problems, or implementing major projects (such as preparing for a formal visitation). By gaining insight into the strong and weak points of their teamwork, clinical teams can anticipate these and work towards optimizing their performance within the team, so that the clinical teaching team is properly equipped for its task.
- The four profiles of leadership have been developed into a training program in which the program director can reflect on his or her leadership qualities. The results of the leadership study have been converted into 12 statements about such issues as leadership vision, the view of human nature and how the task in hand is interpreted. As part of the training program, the program directors formulate the ambitions for postgraduate medical training and set goals for investing in making these goals collective within the clinical teaching team.
- The method of data collection on speaking up in the team interaction during the teaching meetings is used in clinical teaching teams that want to improve their meeting culture. The current situation is discussed in advance with the program director, who in many cases is the chairperson of the teaching meeting and his or her deputy, in order to determine what the observation will focus on. Following the observation of the teaching team meeting, the audio fragments are discussed with the program director and his or her deputy in order to arrive at an analysis of the strengths and the points for improvement. This method initiates an awareness of the importance of efficient meetings and focusing not only on *'Let's keep things social and relaxed.'* Team interaction using 'speaking up'

is an excellent means to achieve open and transparent communication in order to make concrete agreements about safeguarding and improving the quality of medical postgraduate teaching.