



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Date:
1/1/2023

Min. Time
Commitment:
23 Hours

Expiry Date:
31/12/2025

Module Code:
PC1105



Breda O'Brien

Bench to Bedside Interdisciplinary Teamworking

Secondary description example

This badge recognises active participation in a collaborative, interdisciplinary event involving Medicine, Pharmacy, and Biomedical Science, where a case study on body fluid homeostasis and electrolyte balance is explored. The team analyse the presentation of a 19-year-old marathon runner experiencing dehydration, interpreting clinical data, laboratory results, and underlying physiological mechanisms. Students begin by reviewing and analysing the case individually. They then work with peers from their own discipline to refine their analysis and perspective. This is followed by a supervised, in-person event where students collaborate in multidisciplinary teams, simulating a professional setting. The process includes independent preparation, discipline-based group discussions, and active contributions to team decision-making. Students share their expertise, listen to others, and integrate diverse viewpoints to address the case. This experience mirrors clinical practice by recreating the collaborative decision-making process used by healthcare professionals.

To earn this badge the student must:

- Independently analyse the prescribed information, then collaborate with peers from within discipline to develop approach.
- Actively engage in the supervised exercise, collaborating with students across disciplines to address the case.
- Submit answers to the specific questions presented.

Skills _____

Communication | Confidence | Critical Thinking | Curiosity | Teamwork

(Dh) JL

Ciarán Ó hOgartaigh
President,
University of Galway





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Skills _____

Communication: Worked together as a team with students from different courses. Shared discipline-specific knowledge and solutions to specific elements of the scenario with others in group discussions. Listened to the views of others and communicated effectively to generate the best solution for the case. Practised clear and professional communication in a simulated clinical setting.

Confidence: Fostered, while working as part of a multidisciplinary team, the ability to communicate ideas clearly, contribute to group problem-solving, and navigate complex scenarios. Exposure to diverse perspectives and real-world applications of theoretical knowledge enhanced self-assurance in critical thinking, decision-making and professional interaction. The experience strengthened confidence in ability to apply theory to practice.

Critical Thinking: Applied theoretical knowledge gleaned in several modules to this specific patient case. Critically evaluated the data provided first independently and then with peers to determine the most appropriate evidence-based approach. Complex information from different disciplines was integrated to develop well-reasoned conclusions.

Curiosity: Participation in this event encouraged students to ask questions, explore unfamiliar concepts and consider how different disciplines approach the same case challenge. The collaborative environment prompted critical thinking about the underlying mechanisms of disease and treatment and the pursuit of evidence-based explanations for clinical decisions. The experience broadened understanding of interdisciplinary teamworking in a healthcare context and nurtured a mindset of inquiry, openness, and lifelong learning.

Teamwork: Developed teamwork skills by taking shared responsibility within a mixed-discipline group and respecting the knowledge and skills of others to help solve the case. Contributed to group discussions and developed consensus on answers. Engaged with diverse viewpoints to reach evidence-based solutions. Navigated differences in opinion professionally and respectfully. Coordinated with others to complete tasks efficiently. Prioritised information and responsibilities within a limited timeframe.

(Dh) L

Ciarán Ó hOgartaigh
President,
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