

2020 Team Behaviors Online Student Evaluation

This evaluation includes data from the student pre-activity demographic survey, student post-activity survey, and facilitator survey. The student post-activity survey includes 4 items from the Interprofessional Attitude Survey (IPAS).

Survey Questions

1. Team Behaviors Demographics Pre-Survey:

Question Blocks: Total questions = 21

- i. Demographics: Age, Gender, Ethnicity, Race, Rural Residence, Background, AZ Residence, Military Service. Questions= 8
- ii. Education: Educational Level, Enrollment Status, College, Degree, Year in Program. Questions = 5,
- iii. Interprofessional Education: Training in Interprofessionalism, Participation in IPE, Other IPE Activities with open ended text box (please describe). Questions = 3
- iv. Academic Program: Institution, College/Department, Degree Program = 3
- v. Email and verification. Questions = 2

2. Team Behaviors Post-Survey:

Students were not required to answer each question.

Question Blocks: Total questions = 27

- i. Event Evaluation: Questions = 12
- ii. Team Behaviors: Questions = 5
- iii. Online Format: Questions = 4
- iv. IPAS: Questions = 4 of the 27 items (See slides and table)
- v. Academic Program: Institution, College/Department, Degree: Questions = 0
- vi. Email: Questions = 2
- vii. Open-ended questions as part of event evaluation.
 1. What about this Team Behaviors exercise did you find MOST valuable in your development as a healthcare professional?
 2. What about this Team Behaviors exercise did you find LEAST valuable in your development as a healthcare professional?
 3. Explain why it is valuable for a team leader of an interprofessional team to use CALMS as a framework for responding to a critical incident.
 4. Which aspects of the event did you find MOST useful for learning about principles of interprofessional teamwork and communication? Other aspect of this event:
 5. Describe at least one “takeaway” you learned from your interprofessional colleagues during this event.
 6. Please share other feedback that you believe will help us to improve this online event.

Demographics Pre-Survey Data

Age N = 391

Age range 20 – 29 = 326 students

Age range 30 – 39 = 45 students

Age range 40 – 49 = 17 students

Age range 50 – 59 = 3 students

Gender N = 394

Female = 274

Male = 116

Non-binary = 2

Transgender Male/Female-to-Male = 0

Additional gender category = 1

Prefer not to say = 1

Ethnicity N = 391

Hispanic or Latino = 79

Non-Hispanic or Non-Latino = 312

Race (select one or more)

	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	White
Frequency	11	88	20	6	287

Have you ever lived in a rural area (fewer than 50,000 people) N = 391

Yes = 120 (31%)

No = 271 (69%)

Can you answer yes to any of the following: a) You are the first in your family to attend college; b) You have received or currently receive a scholarship or loan for disadvantaged students; c) While growing up, you or your family ever used federal or state assistance programs (such as free or reduced school lunch, subsidized housing, food stamps Medicaid, etc.); d) While growing up, you lived where there were few medical providers at a convenient distance. **N = 391**

Yes, one or more of the above statements applies = 154 (39%)

No, none of the above statements applies = 237 (61%)

Did you grow up in Arizona? N = 391

Yes = 252 (65%)

No = 139 (36%)

Military Service N = 391

<i>Military Service</i>	<i>Frequency</i>
No military service	382 (98%)
Current active duty	1
Prior military service – non-combat	1
Prior military service- veteran status	6
Retired – veteran status	1

Education and Academic Programs (*There is some duplication*)**Highest Educational Level Completed N = 391**

Level	Frequency	Percent (rounded)
Doctoral degree	2	1
Post-master certificate	1	
Master degree	34	9
Bachelor degree	264	68
Associate degree	34	9
Technical certificate	2	1
Post-high school/pre-college	4	1
High school diploma	47	12
Other	3	1

Enrollment Status N = 391

Full-time = 385 (99%)

Part-time = 6 (1%)

College N = 391

	Frequency	Percent (rounded)
College of Medicine – Phoenix	2	1
College of Medicine – Tucson	92	24
College of Nursing	178	46
College of Pharmacy – Phoenix	38	10
College of Pharmacy - Tucson	78	20
Zuckerman College of Public Health	1	7
Other	2	1

Student Degree Program N = 391

Degree Program	Frequency	Percent (rounded)
MD	91	23
MD/PhD	3	1
BSN	50	13
MEPN (Phoenix)	58	15
MEPN (Tucson)	70	18
PharmD	116	30
BS	1	
Undergraduate degree	1	
Non-degree seeking	1	

What year are you in your program of study? N = 391

Year	Frequency	Percent (rounded)
One	310	79
Two	48	12
Three	10	3
Four	22	6
Five	1	

What is your academic program (Institution)? N = 391

University of Arizona = 389

Other = 2

What is your academic program (College/Department)? N = 388

College of Medicine (Tucson) = 92

College of Nursing = 179

College of Pharmacy = 117

Zuckerman College of Public Health = 1

Other = 2

What is your academic program (Degree Program)? N = 391

Graduate degree = 1

Undergraduate degree = 1

PharmD = 117

MD = 90

MD/PhD = 2

BSN = 50

MEPN (Phoenix) = 58

MEPN (Tucson) = 71

BS = 1

Interprofessional (IPE) Training**How much training have you received in interprofessionalism? N = 391***Students received different amounts of training in interprofessionalism.*

None = 14 students (4%)

A Little = 132 students (34%)

Some = 188 students (48%)

A Lot = 57 students (15%)

Have you participated in any other interprofessional education (IPE) activities?

Yes = 335 (86%)

No = 56 (14%)

In what other interprofessional education (IPE) activity or activities did you previously participate? Select all that apply*Patient Safety was not listed as a choice for this question. Students did not always recognize the formal name of the activity. Therefore, the table below does not fully capture the totals for each activity.*

<i>Interprofessional Activity</i>	<i>Frequency</i>
UAHS Interprofessional Public Preparedness Exercise	93
UAHS Interprofessional Team Behavior Simulation	111
UAHS Disabilities: An Interprofessional Exercise	198
UAHS CLARION Case Competition	8
Annual Interprofessional Rural Health Professions Conference	4
Other IPE activity at the University of Arizona	155
IPE activity at another institution	7

This table represents the “Other” text responses. Students identify the activities by different names. Examples are listed in the next table.

<i>Interprofessional Activity</i>	<i>Frequency</i>
Communications with College of Nursing	1
Disabilities	7
Milagro Course/Program	2
Opioid Epidemic, Drug Survival, Naloxone	14
Pandemic, Pandemic-Influenza, Flu-Pandemic,	16
Patient Safety	114
Poverty Simulation	8
Can't remember name, previous IPE, Other	8

Student Post-Survey Data Analysis

SPSS



Original SPSS file had 437 entries. Initial analysis included "Valid" category reflecting multiple missing values.



Reviewed Excel file to identify reason for missing values.



Cleaned SPSS file. Deleted students who only answered one or two questions. They also did not leave email.



Final file = maximum of 409 entries. Many questions had N = 406.



Comments file includes all student responses even if they did not complete entire survey.



There were no retrospective pre-post questions for this activity.



Paired-T were completed for 4 IPAS questions. Anchors were changed from prior versions. Future version will be corrected.

How likely are you to recommend this exercise to your peers as an online interprofessional education activity? N = 423 (14 students stopped after this question)

Approximately 80% of the students selected #5 and higher.

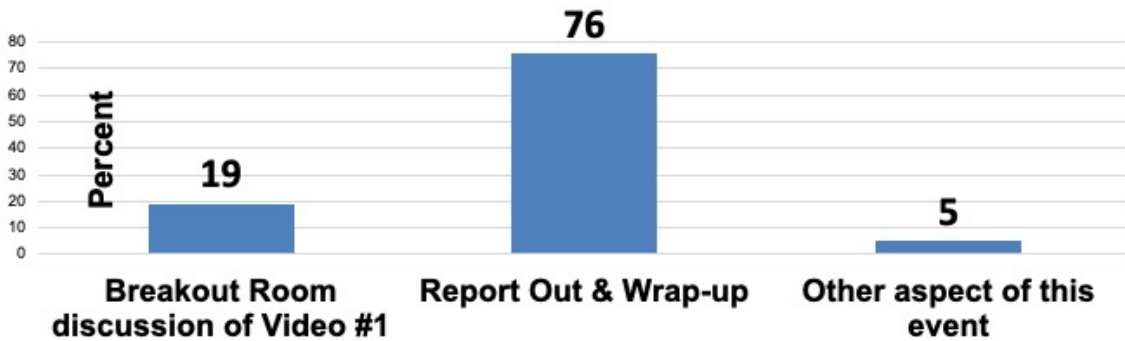
Response	Frequency	Percent
0	21	5
1	14	3
2	13	3
3	20	5
4	22	5
5	54	13
6	53	13
7	66	16
8	71	17
9	29	7
10	60	14

I believe this exercise prepared me to recognize the concepts below in my future practice as a member of an interprofessional team responding to a critical event. N = 409

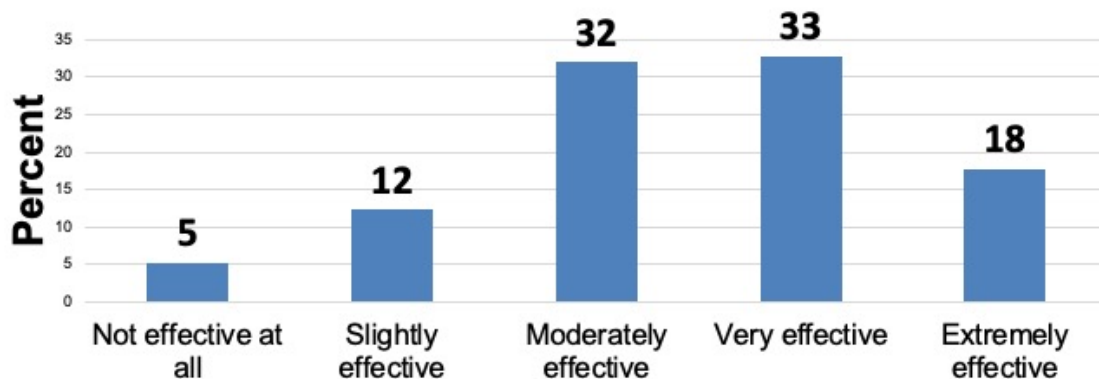
Students reported learning the most about Clear Call-outs and Closed-loop communication. They were closely followed by the remaining concepts. Overall students Agree that the exercise prepared them to practice as a member of an interprofessional team responding to a critical event.

	Strongly Disagree	Moderately Disagree	Somewhat Agree/ Disagree	Moderately Agree	Strongly Agree
CALMS (Communication, Assignments, Leadership, Mutual Support, Situational Awareness)					
	5% (20)	4% (15)	14% (59)	35% (144)	42% (171)
Clear Call-Outs					
	4% (17)	4% (17)	13% (54)	30% (121)	49% (200)
Closed-loop communication					
	3% (13)	3% (12)	14% (56)	26% (108)	54% (220)
Constructive Intervention					
	4% (16)	5% (21)	18% (73)	31% (127)	42% (172)
Re-evaluating & Summarizing					
	3% (14)	4% (17)	16% (64)	33% (136)	44% (178)
Situational Awareness					
	3% (13)	4% (18)	14% (59)	30% (123)	48% (196)
CUS Words (I'm CONCERNED; I'm UNCOMFORTABLE; This is a SAFETY issue)					
	4% (15)	4% (18)	23% (94)	28% (114)	41% (168)
DESC Scripts (DESCRIBE event; EXPLAIN impact; SUGGEST alternatives; CONSENSUS or relate CONSEQUENCES)					
	4% (15)	6% (26)	22% (91)	33% (134)	35% (143)
Debrief using GAS (GATHER information; ASSESS performances, and SUMMARIZE)					
	4% (15)	6% (23)	15% (62)	33% (134)	43% (175)

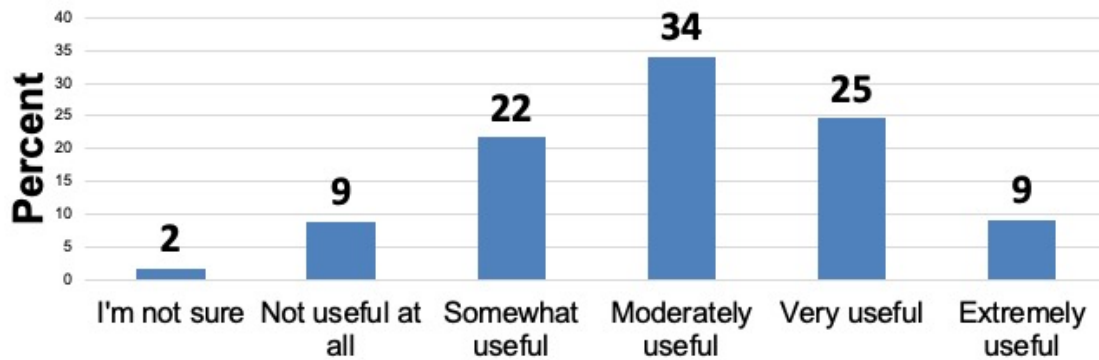
Which aspects of the event did you find MOST useful for learning about principles of interprofessional teamwork and communication? N = 403



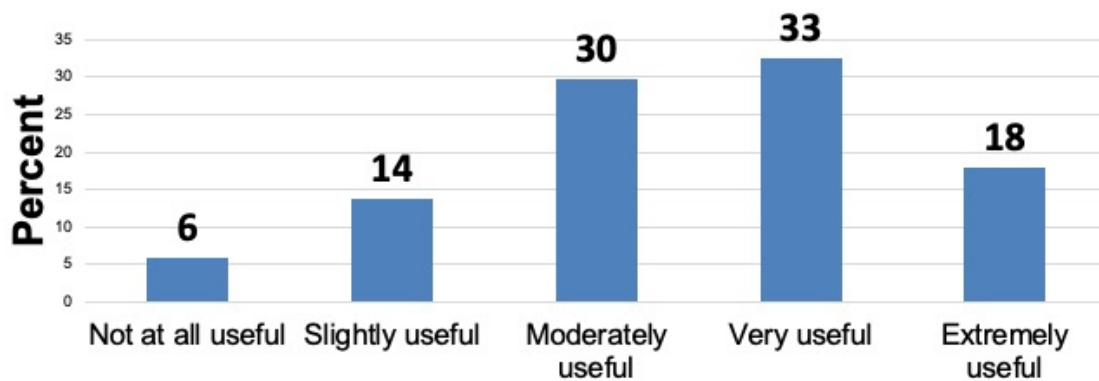
How effectively did breakout activities support your learning about how interprofessionals may come together in a critical incident to quickly form a high-performing team? N = 406



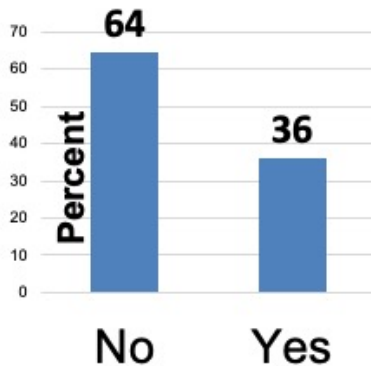
How useful do you expect this online exercise to be in preparing you to participate in a face-to-face simulation of interprofessional teamwork? N = 406



How useful or not was the Zoom Breakout Room in enabling discussion of the video teamwork scenarios? N = 406



I experienced technical difficulties during this online event.

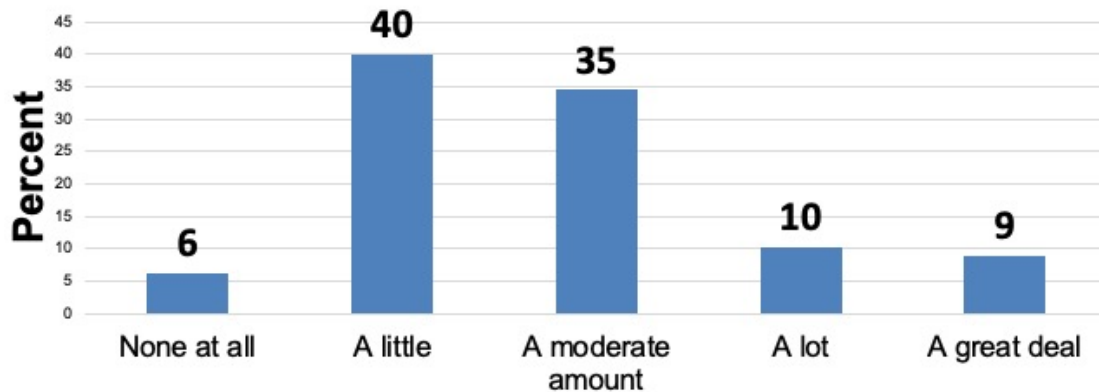


Aspect affected by technical difficulties	Frequency
Main Zoom meeting space – Orientation to exercise	68
Breakout room	115
Main Zoom meeting space – Wrap-up	21

What type of technical difficulty did you experience? N = 406

	Frequency
Video playback AUDIO quality	69
Video playback VIDEO quality	98
PowerPoint DISPLAY quality	11
SPEAKING audio quality	40
CAMERA visuals quality	7
INTERNET service disruption	42

How much did these technical difficulties interfere with your learning experience? N = 406

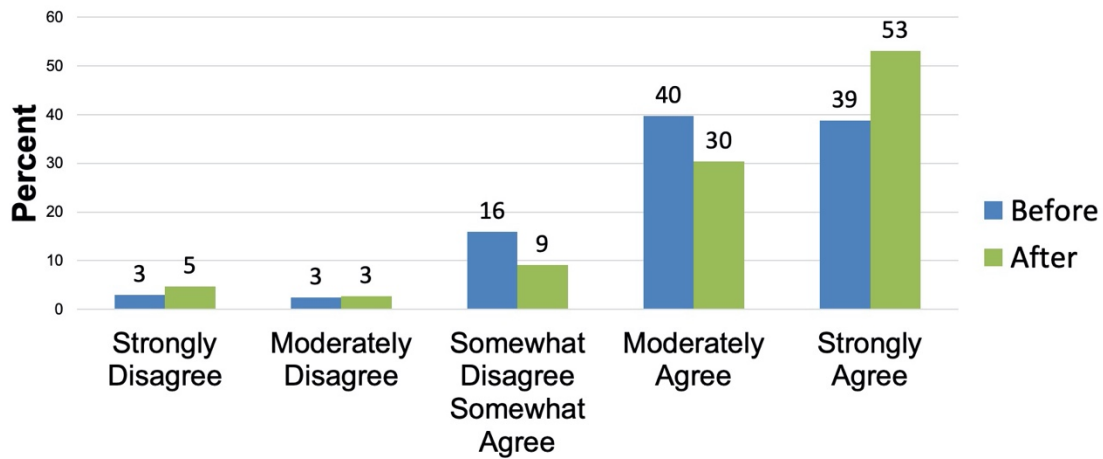


The Interprofessional Attitude Scale (IPAS) consists of 27 questions. For this survey, only 4 were selected. In addition, the anchors/scale was changed to strongly disagree, moderately disagree, somewhat disagree, somewhat agree, moderately agree, strongly agree. In addition, the wording for question #3 was changed. Recommendation: be consistent with the original scale or if changes are being made, be consistent with all future versions.

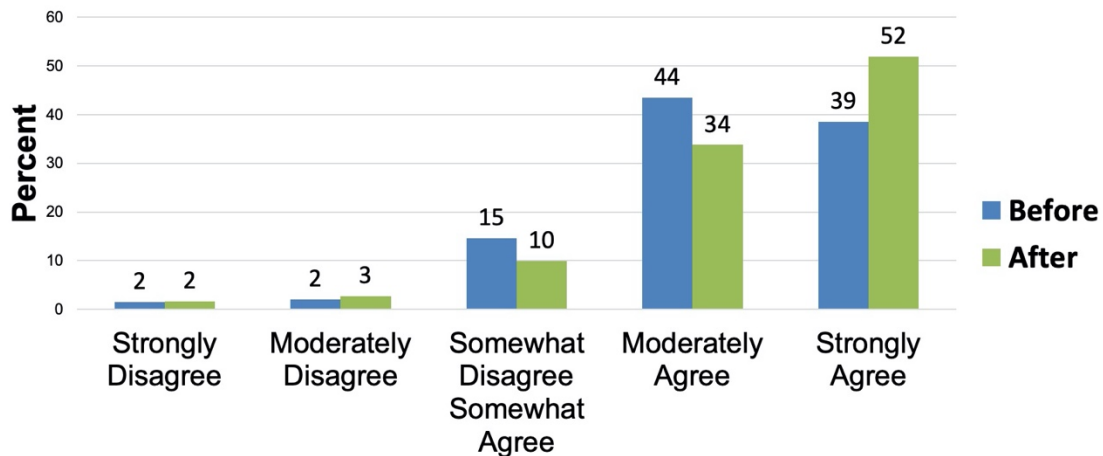
Interprofessional Attitudes Scale (IPAS) 2020 Team Behaviors - Paired T with Means

Question/Item Strong Disagree to Strongly Agree (values of 1 to 5)	N	Pre Mean	Post Mean	t	Sig (2-tailed)
1. Shared learning before graduation will help me become a better team player.	405	4.09	4.24	-4.90	.000
2. I have prejudices or make assumptions about health professionals/students from other disciplines.	405	2.28	2.14	4.50	.000
3. Shared learning experiences help me think positively about other professionals.	405	4.16	4.31	-6.15	.000
4. Shared learning experiences will help me understand my own limitations.	405	4.13	4.29	-6.43	.000

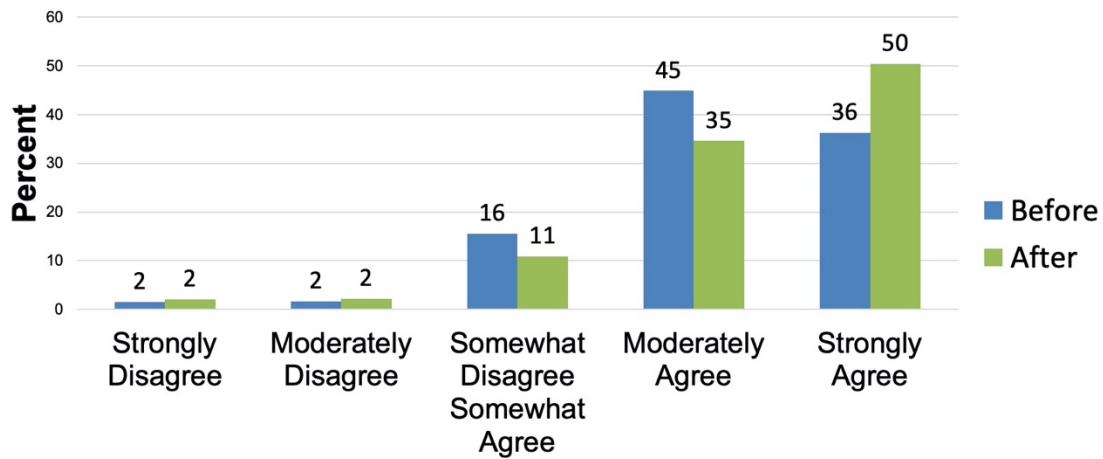
IPAS1: Shared learning before graduation will help me become a better team worker N=405



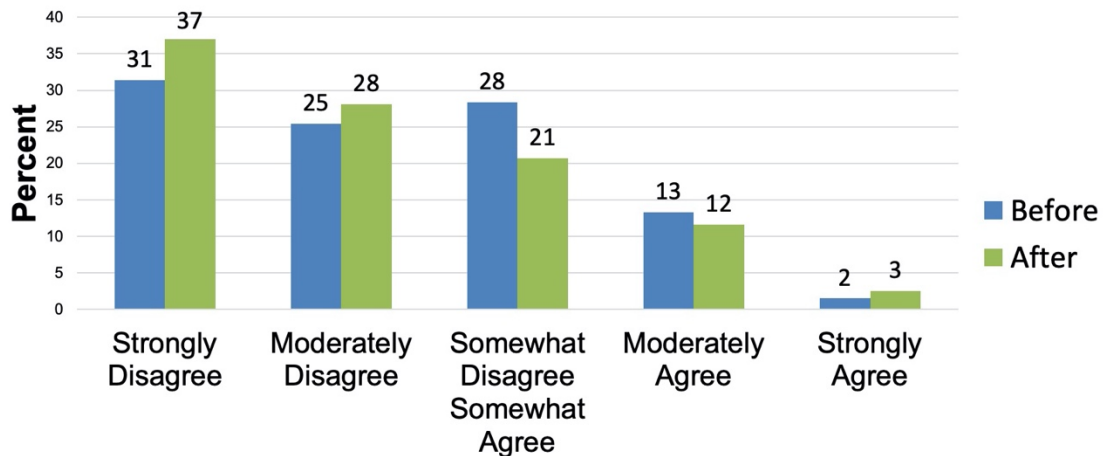
IPAS2: Shared learning will help me think positively about other professionals N=405



IPAS3: Shared learning experiences will help me understand my own limitations N=405



IPAS4: I have prejudices or make assumptions about health professionals/students from other disciplines N=405



2020 Team Behavior Facilitator Survey Results

Survey Questions

Question Blocks: Total number of items = 45

- A. Facilitator Training and Facilitation: Questions = 13
- B. Meeting Objectives: Questions = 5
- C. Student Observation & Assessment: Questions = 9
- D. Student Engagement: Questions = 8
- E. Effectiveness, Usefulness: Questions = 3
- F. Technical Aspects: Questions = 4
- G. Open-ended: Questions = 3
 - i. What type of additional facilitator training or development would be helpful or useful?
 - ii. Please share one or more examples of students using communication skills and verbalizing why those skills are effective
 - iii. What changes do you believe would improve interprofessional learning in this online *Interprofessional Team Behavior Simulation* exercise?

Thirty one facilitators completed the evaluation.

How did you prepare for facilitating the Interprofessional Team Behavior Simulation session(s)?

- | | |
|--|--------|
| Attended an online facilitator training session | N = 25 |
| Watched recording of online facilitator training | N = 13 |
| Reviewed facilitator training materials | N = 26 |
| Talked with an experienced facilitator | N = 4 |
| Talked with my co-facilitator | N = 7 |
| Shadowing (Observing online session) | N = 9 |
| Other: | N = 3 |
- Course Development and Mentoring done
 - Attended online prep sessions beyond orientation
 - I reviewed notes from last year although different since online this year

Please rate the following resources in helping to prepare you for facilitating.

The facilitator training material and online facilitator training was rated as the most useful. Several facilitators did not take advantage of shadowing, talking with experienced facilitator or co-facilitators. Individuals who did take advantage of shadowing and talking with the co-facilitator found it useful.

	Not at All Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful	NA
Online Facilitator training	0	13% (4)	17% (5)	40% (12)	27% (8)	3% (1)
Recording of facilitator training	8% (2)	8% (2)	12% (3)	24% (6)	24% (6)	24% (6)
Facilitator training material	0	0	23% (7)	40% (12)	33% (10)	3% (1)
Shadowing (Observing online)	8% (2)	0	8% (2)	8% (2)	42% (10)	33% (8)
Talking with experienced facilitator	10% (2)	5% (1)	5% (1)	25% (5)	15% (3)	40% (8)
Talking with my co-facilitator	4% (1)	0	21% (5)	17% (4)	33% (8)	25% (6)
Other: <ul style="list-style-type: none"> ○ Mentoring with Co-Leads and developer ○ Online prep sessions ○ We used private chat to divide duties with co-facilitator so we weren't talking over each other 						

After your preparation for facilitating, please rate your level of comfort in doing the following:

Facilitators were the most comfortable teaching students to use communication to solve problems. They were least comfortable with facilitating this exercise online. Overall, the responses for all items were positive.

	Not at all comfortable	Slightly Comfortable	Moderately Comfortable	Very Comfortable	Extremely Comfortable
Describe why interprofessional education is important	0	3% (1)	16% (5)	32% (10)	48% (15)
Teach students to use communication to solve problems	0	0	10% (3)	39% (12)	52% (16)
Understand and use debriefing tools to enhance students' knowledge of types of communication	0	13% (4)	7% (2)	39% (12)	42% (13)
Teach students behaviors of an effective leader and team members during crisis management	0	10% (3)	7% (2)	42% (13)	42% (13)
Link positive patient care outcomes to team behaviors, collaboration, and communication	3% (1)	7% (2)	7% (2)	39% (12)	45% (14)
Facilitate future IP teams because of this preparation	3% (1)	10% (3)	10% (3)	48% (15)	29% (9)
Facilitating this exercise online	3% (1)	7% (2)	16% (5)	45% (14)	29% (9)

What type of additional facilitator training or development would be helpful or useful?

- Training was challenging because of the frequent changes. Many emails become hard to keep up with and overload in-box. Shadowing was the most helpful.
- I sincerely appreciated the dry runs however during the breakout when we were practicing it would have been helpful to have extra time for everyone to figure out how to "debug" their issues.
- Succinct Zoom trainings!
- Perhaps IPE can facilitate one or more informal opportunities to get to know our facilitator colleagues that do or have willingness to facilitate with us (past, present, future) and then also do a quick video aimed at facilitators and covers an overview each of the Core trainings, the basic competencies, and invites them in to help facilitate across the courses offered?
- This exercise was conducted in a new format for me.
- The biggest issue I had this year was related to the rapid switch from an in person to online experience. I thought, all things considered, that the change was done as well as it could be. However, I got really overwhelmed with the number of emails and then the number of emails changing things and then trying to find information, which just

seemed to be scattered in ways that probably made sense to the person that organized it, but didn't make sense to me. The biggest problem I had was that the people who turned up in the breakout room didn't always match what I could find on the list. I still have no idea who several people were on my second time. I think there might have been at least one other facilitator, but I didn't know and people weren't clarifying who they were (I think she was a facilitator but she told me to "drive this"). I also had more people than roles for the scenario, which got confusing. For my first session, Jill and I met via zoom prior to the event, and that made a huge difference in how well that room worked. The students in that group were also chattier, which helped.

- I think it was well done
- Co-facilitating on zoom - the number of facilitators almost outweighed the students making it confusing for facilitators and students on roles.
- It would be nice to actually run through this entire event in real time as a "dry run" with faculty so they see how this will be deployed.
- I thought the facilitator training was quite klunky. Even when meeting with other facilitators in the breakout session of the training it was quite unclear what we were supposed to be doing. It would have been more clear to color code the slides (leader vs. facilitator) and provide a proposed script for the facilitators.
- Overview of content was only part of the session; learning how to facilitate online needed more deliberate practice to be sure facilitators were comfortable running the session. While there is not one best way to teach, sticking to the planned script is imperative for a timely learning session.
- Since this was the first time we have done this online, we had quite a bit of technical issues. Zoom training for everyone and it's functions, something they could watch when they have a few minutes would be helpful of how to navigate breakout rooms, why it randomly assigns hosts, and why it doesn't use the spread sheet uploaded as instructed to pre-assign breakout rooms.
- Watch a video of the activity in progress.
- I think a demonstration of the team and expectation would be helpful rather than talking about it. Maybe conduct a mock team training for us to observe and ask questions in real time.
- The online training was helpful although the power point changed and we were not notified prior to presenting. My partner had facilitated previous sessions so had the updated ppt downloaded
- I no longer have a UA issued laptop. I had to either use my Banner computer or my iPad. I had issues with trying to play the video on both devices in the breakout rooms which more or less affected the students' experience. If we have to do virtually in the future, perhaps the students and. facilitators could be sent the link to the video without having to go through BOX —which is why I couldn't access in the breakout room. I don't see any harm in having the students watch the video ahead of time as well—this way we could do more debriefing. All in all—with what you had to deal with at last minute—excellent effort!!
- It was just challenging to have it online

How many online sessions did you facilitate? An estimate is fine. Total Facilitators = 29

1 session	N = 7
2 – 3 sessions	N = 14
4 – 5 sessions	N = 2
6 – 7 sessions	N = 3
More than 7 sessions	N = 3

How effective was the online exercise in achieving the following objectives? N = 30

Overall, facilitators found the exercise effective in achieving the objectives. The online exercise was the least effective in providing students the opportunity to apply the CALMS framework and specific team communication strategies.

	Not at all Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective
Discuss benefits of standardized communications in a crisis					
	3% (1)	13% (4)	23% (7)	27% (8)	33% (10)
Practice closed-loop communication, mutual support and other elements of team dynamics					
	3% (1)	13% (4)	27% (8)	40% (12)	17% (5)
Describe the behaviors of an effective team leader and of effective team members during crisis management					
	3% (1)	17% (5)	17% (5)	27% (8)	37% (11)
Describe a framework for evaluating interprofessional teamwork, including closed-loop communication and other elements of team dynamics					
	3% (1)	7% (2)	27% (8)	33% (10)	30% (9)
Provide opportunity to apply the CALMS framework and specific team communication strategies to a case scenario and determine how to effectively communicate as a team in a crisis					
	3% (1)	10% (3)	40% (12)	23% (7)	23% (7)

In the breakout session, how often did students relate their observations of the video scenario to the CALMS framework and following communication strategies? N = 28

Facilitators felt that students related their observations of the video scenario to the following communication strategies (to a greater degree): clear messages, mutual respect, clear roles & responsibilities and closed-loop communication. Student behaviors were less frequent when had to do with knowing one's own limitation, re-evaluating and summarizing, knowledge sharing, and CALMS Framework.

	Never	Rarely	Occasionally	A Moderate Amount	A Great Deal
CALMS Framework	4% (1)	18% (5)	32% (9)	36% (10)	11% (3)
Closed-loop communication	4% (1)	4% (1)	21% (6)	39% (11)	32% (9)
Clear roles & responsibilities	0	0	18% (5)	39% (11)	43% (12)
Clear messages	0	4% (1)	18% (5)	32% (9)	46% (13)
Knowledge sharing	4% (1)	11% (3)	32% (9)	36% (10)	18% (5)
Knowing one's own limitations	11% (3)	11% (3)	43% (12)	29% (8)	7% (2)
Constructive intervention	11% (3)	11% (3)	25% (7)	46% (13)	7% (2)
Re-evaluation and summarizing	11% (3)	7% (2)	39% (11)	43% (12)	0
Mutual respect	0	0	21% (6)	32% (9)	46% (13)

How frequently did you observe students engaging in the following behaviors during the exercise? N = 28

Facilitators observed students engaging most frequently in interprofessional respect behaviors. This was followed by active participation in discussion and passive listening.

	Never	Rarely	Occasionally	A Moderate Amount	A Great Deal
Active participation in discussion	0	0	21% (6)	43% (12)	21% (6)
Passive listening	4% (1)	7% (2)	36% (10)	36% (10)	18% (5)
Interest and engagement in the topics	0	11% (3)	14% (4)	61% (17)	14% (4)
Disengagement and boredom	21% (6)	29% (8)	25% (7)	18% (5)	7% (2)
Seeking opinions from other disciplines/professions	21% (6)	29% (8)	25% (7)	21% (6)	4% (1)
Monopolizing the conversation of the small group	57% (16)	18% (5)	18% (5)	7% (2)	0
Interprofessional respect	0	0	11% (3)	36% (10)	54% (15)
Lack of interprofessional respect	75% (21)	18% (5)	4% (1)	4% (1)	0

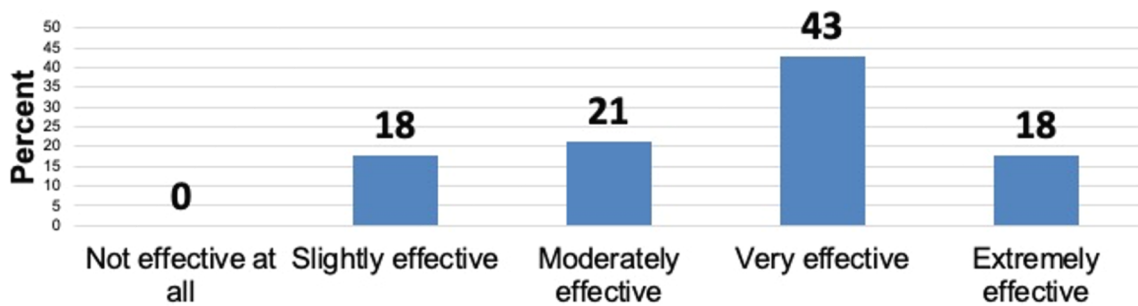
Please share one or more examples of students using communication skills and verbalizing why those skills are effective.

- The recorders articulated well to the large groups.
- Utilizing communication skills was shared in every scenario and most of the students stated that had the communication been effective after the first IPE event that alot of the miscommunication there after could have been avoided.
- When evaluating the GAS and what "worked" in assessing information gathered, they gave specific examples of what they thought worked or what could have been done better
- Several students mentioned the lack of closed loop communication and how tasks weren't done because the message wasn't acknowledged.
- For the second group, they picked up on details like the ignored call for a chest tube and how if they had been using closed loop communication the team would have realized that no one was setting up for the chest tube. They also noted how disconcerting it would be to be a conscious patient hearing the team sound so confused and hostile to one another. One student noted that you can work with people you don't like as long as the communication is respectful.
- summarizing and closed loop communication to ensure tasks complete and proper communication
- The students required a lot of prompting during the scenario. At some point they all said that communication was important.
- The importance of closed loop communication in addition to delegation.
- The simulation was organized in such a way that students simply read from a script - I saw very little independent thinking or sharing of ideas.
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- Summarizing and closed loop communication to ensure tasks complete and proper communication
- The students required a lot of prompting during the scenario. At some point they all said that communication was important.
- The importance of closed loop communication in addition to delegation.
- The simulation was organized in such a way that students simply read from a script - I saw very little independent thinking or sharing of ideas.
- Closed Loop communication was discussed in detail and why it is important to ensure the team is providing effective treatment.
- Closed loop communication was identified as an important skill, to ensure understanding of message.
- The students were able to recognize the problems and give solutions how to correct the problems.

- Interprofessional respect was utilized by the team leader. She took the lead discussing with the others in the group on what went well when closed loop communication was used and by whom.
- The students were easily able to identify with their character and relate the good and bad interactions they felt were happening. They all stated the scenario was chaotic and poor communication.
- It felt like there was not enough time for students to observe, digest, and discuss good communication skills. The comments did not reflect a deeper understanding of the issues.

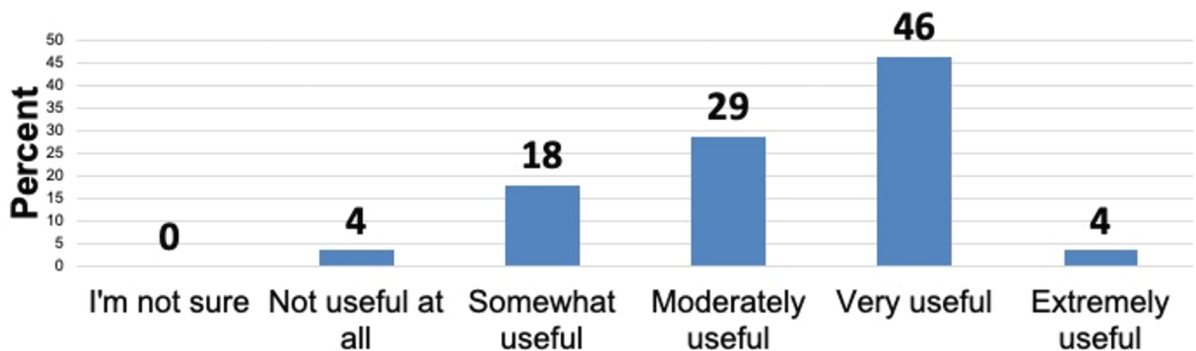
How effective were the debriefing sessions in solidifying lessons learned and promoting improved team communication in subsequent rounds of the scenario?

N = 28

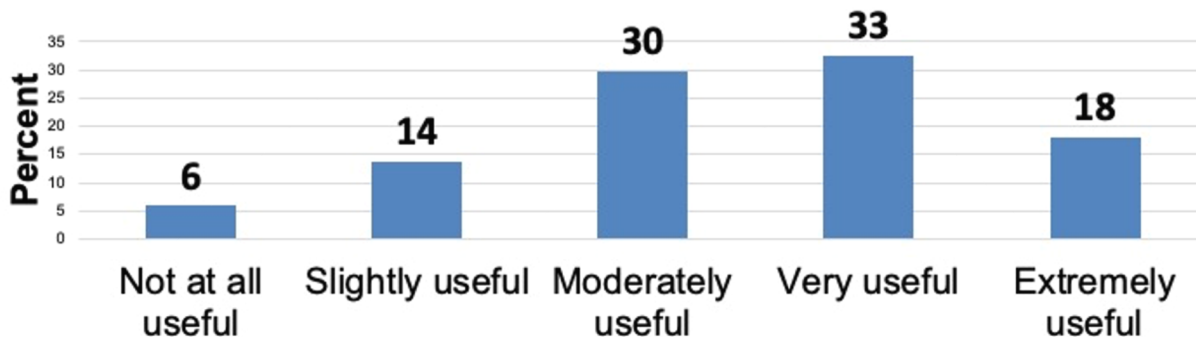


The following two slides asked facilitators about the usefulness of the online activity. Both questions were also included in the student post questionnaire.

Facilitators: How useful do you expect this online exercise to be in preparing students to participate in a face-to-face simulation of interprofessional teamwork?
N = 28



Facilitators: How useful or not was the Zoom Breakout Room in enabling discussion of the video teamwork scenarios?
N = 28



I experienced or my students reported experiencing technical difficulties during this online event.

Yes = 50% (14) No = 50% (14)

Please indicate which aspects of this event were affected by technical difficulties. N = 19

Main Zoom meeting space – Orientation to exercise	N = 6
Breakout room	N = 12
Main Zoom meeting space – Wrap-up	N = 1

What type of technical difficulty did you or your students experience? N = 31

Video playback AUDIO quality	N = 5
Video playback VIDEO quality	N = 5
PowerPoint DISPLAY	N = 1
SPEAKING audio quality	N = 4
CAMERA visuals quality	N = 1
INTERNET service disruption	N = 9

How much did these technical difficulties interfere with the learning experience? N = 13

None at all	0
A little	46% (6)
A moderate amount	39% (5)
A lot	0
A great deal	15% (2)

What changes do you believe would improve interprofessional learning in this online Interprofessional Team Behavior Simulation exercise?

- More time in small groups, less in large group.
- Consistent host/co-host teams.
- I couldn't find the learning objectives for the activity in the facilitator guide. This would be a helpful addition. Maybe I just missed them, but I looked a couple of times.
- A bit more facilitator training an understanding of how to use and "cue" the debrief/discussion, draw on the varied perspectives or professional point of views (etc.), so students are interacting with each other instead of directing comments or ideas back to the facilitator.
- Not sure the role playing was effective in showing how assumptions or misconceptions rather than acknowledgement or validation can create confusion and work against effective teamwork
- here were aspects of this I liked (in previous years, the students relied on the script, even when we would make them put the script away) and were not responding to one another. I liked that this was focused more on how they saw the event unfolding. My disclaimer is that in both sessions, I did not have the students just read through the dialogue in the guide, because I wanted them to think through how their character would react in the scenario.

- maybe time to repeat scenario few times
- More technology practice and pre-planning with co-facilitators
- The intent was definitely there under the circumstances presented.
 - Recommend having a group of students that can play/understand each role.
 - Have the facilitators play 2 additional scenarios where they observe the roles and practice once more OR in the first introduction, model what the students are expected to do.
- I would like to see this more Interprofessional by way of faculty facilitators instead of having 8 CON facilitators for everyone else from other disciplines.
- The learning could have been improved with fewer acronyms and ideas being introduced: CUS, DESC, GAS, CALMS. It seems like the focus was CALMS - not sure why all the other acronyms/ideas were shown - brought a lot of confusion. Open-ended questions for the students would have prompted more organic discussion versus reading from the script. More simple facilitator slides versus repeating what had just been introduced by the leader.
- Reading the script was a great way to get a sense of perspective from each team member. The main room should show the video twice. Video embedded in the slide for facilitators tended to skip.
- More time in the breakout sessions. Only one facilitator running the breakout session. If someone needs assistance with the PPT, then could assign a second person to that breakout session (e.g. someone who wants to observe), but only if all groups for that time period already have a facilitator. Saw some time periods where you had no facilitator assigned for a group(s) while other groups in the same time slot had two experienced facilitators assigned to the same group.
- Just need to work out the bugs in the technology.
- Technology issues.
- Running again this way, the first is also a little off.
- Great job with materials and training in a virtual format. Went well and believe good experience for students.
- We didn't have time to switch roles. I think would be helpful if the students could role play a minimum of two roles.
- I think more of a flipped learning style would work—if the students watch the video ahead of time—we could use that time to work on CALMS worksheet and group debrief
- More time for activity and more time to discuss and practice CALMS and CUS
- I wonder if watching the same video twice would be more helpful. The first time there is so much going on that students did not focus on the communication aspect. Maybe students need a checklist of behaviors to look for and be given an opportunity to describe what they would have done differently.
- Smaller groups
- The virtual Zoom online exercise is not very effective when observation of individual and group behaviors are needed to determine whether learning objectives and communication strategies were accomplished. Remote instruction require more time with a group compared in-person experience in this exercise the breakout sessions were

too hurried and uneven participation among the individual students and the facilitator. If the group had opportunity to meet for several sessions together the outcome would have been easier to gauge and more accurately reflect performance. Thus was a simulation exercise; the impact of "all hands-on-board" working together experience lost when try to deliver on a online platform. The videos were great to demonstrate framework and strategies;' would have more effective if students were given time with facilitated simulation CPR event to "talk through" CALMS and strategic communication.