

This report includes data from the student pre-activity and post-activity survey. Unlike 2019, the 2020 Patient Safety activity was virtual and did not involve faculty facilitators in the small group discussions. The activity was offered at 1pm and 3pm on September 18, 2020. There were 202 students in the 1:00 pm session and 191 students in the 3:00 pm session. There were 15 students who did not identify their session and could not be tracked.

## 2020 Patient Safety Pre and Post Student Evaluation



Data Analysis and Report  
Lynne Tomasa, PhD, MSW, FAAIDD

### 2020 Patient Safety Questionnaire (# of Items)

#### **PRE: Final N = 424**

- Definition of terms/behaviors (5)
- Impact of interprofessional activities (14)
- Demographics (5)
- Education (5)
- Interprofessional participation (2)

#### **POST: Final N = 403**

- Definition of terms/behaviors (5)
- Usefulness of tools/activity (16)
- Retro pre-post (4)
- Scope of practice (6)
- Effectiveness/ engagement/ satisfaction (3)
- Use of Technology (6)
- IPAS (20)
- Demographics (5)
- Education (3)
- Interprofessional participation (2)
- Comments: Opinion, Liked, Changes to improve (3)

## Educational Training: University, Degree Program, Year in Training

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**In which university are you enrolled?**

	<b>Pre-Survey N=424</b>	<b>Post-Survey N=400</b>
University of Arizona	423	398
Northern Arizona University	0	0
Arizona State University	1	2

**What is your degree program? (only in pre-survey)**

	<b>Pre-Survey N = 399</b>
MD	107
MD/PhD	4
BSN	52
MEPN (Phoenix)	52
MEPN (Tucson)	60
PharmD	114
PharmD/MBA	2
PharmD/PhD	3
BS	4
Graduate degree	1

**What is your degree program?**

	<b>Pre-Survey N=424</b>	<b>Post-Survey N=401</b>
BSN	54	52
MEPN	121	118
MD	114	102
PharmD	127	121
MPH	0	0
Other:	8	8
<i>Other (text)</i>	<i>Biology and PH, BSPH (3), MD/PhD (4)</i>	<i>Biology and undergrad in PH, BSPH (3), MD/PhD (4)</i>

**What year are you in your current degree program?**

	<b>Pre-Survey N=422</b>	<b>Post-Survey N=400</b>
Year 1	360	339
Year 2	26	26
Year 3	1	6
Year 4	33	28
Year 5	1	1
Year 6	1	0

### What is your college?

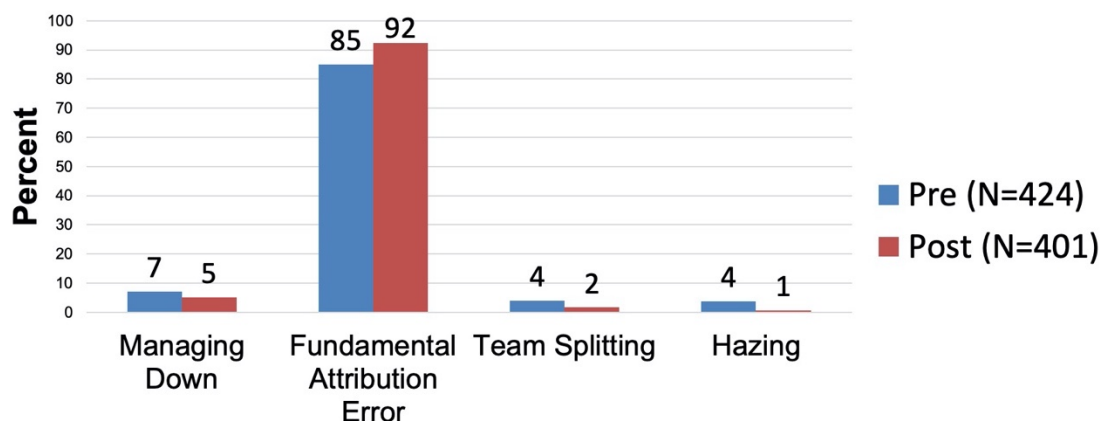
	Pre-Survey Only N=421
UA College of Medicine – Phoenix	4
UA College of Medicine – Tucson	119
UA College of Nursing	168
UA College of Pharmacy – Phoenix	60
UA College of Pharmacy - Tucson	65
UA Zuckerman College of Public Health	4
Other UA College	1

### Definition of Team Behaviors (5 questions in pre and post survey)

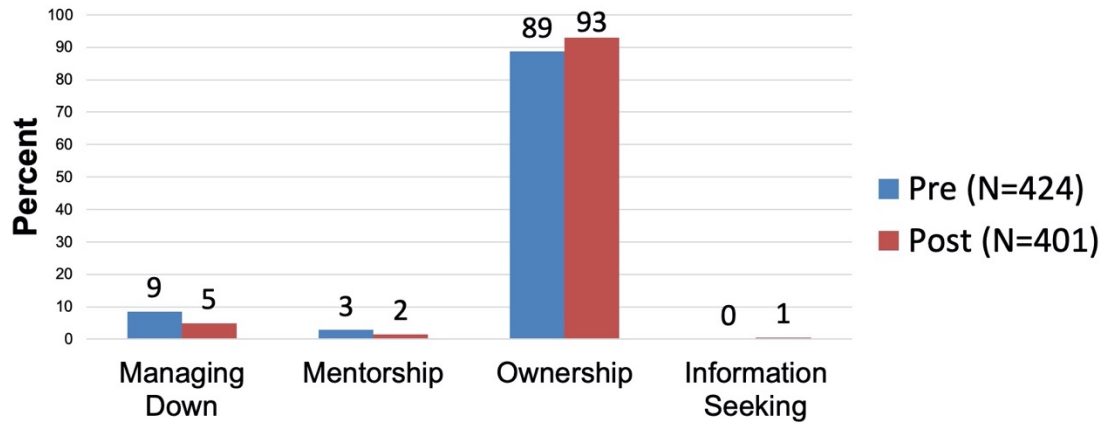
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*Responses were similar in pre and post for fundamental attribution error, ownership, and managing up. Students had the most difficulty defining a) deliberate attack, b) team splitting, c) managing down, and d) leadership shift.*

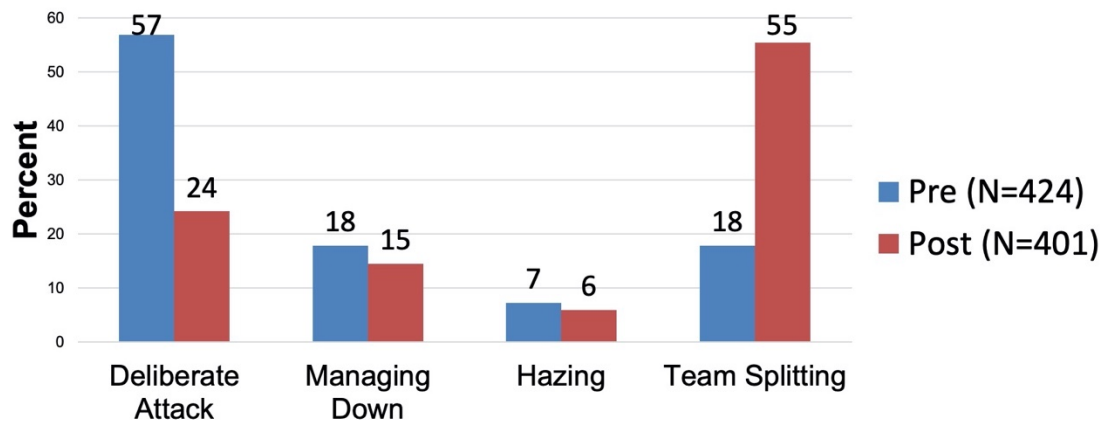
### Which of the following terms best describes when a person assigns the cause of a mistake made by another person to their character rather than to situational variables?



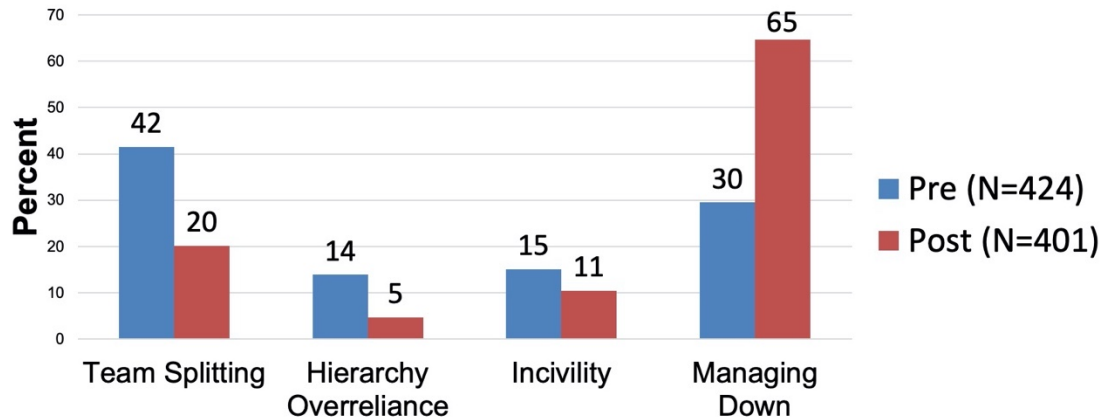
**Which of the following terms best describes when a person assumes shared responsibility for an error rather than seeking to blame an individual?**



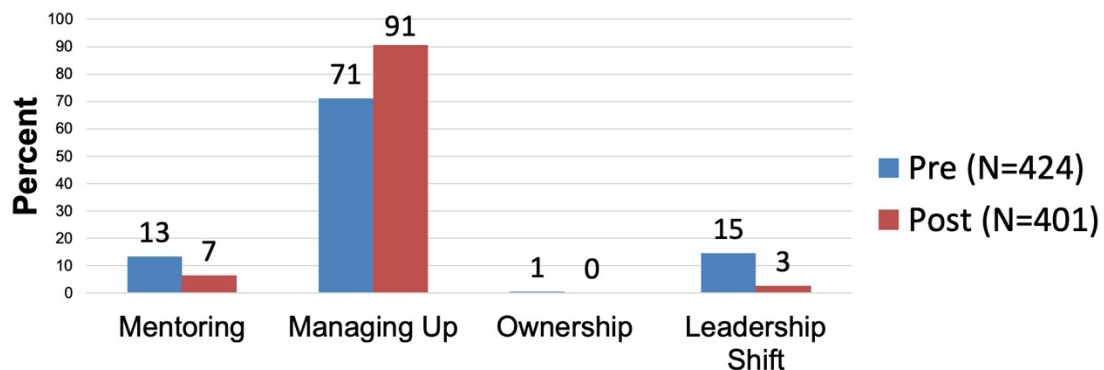
**Which of the following terms best describes when a person communicates negative things about others in order to improve their own standing?**



**Which of the following terms best describes when a person is critical of other team members in front of patients, thereby undermining patient trust?**



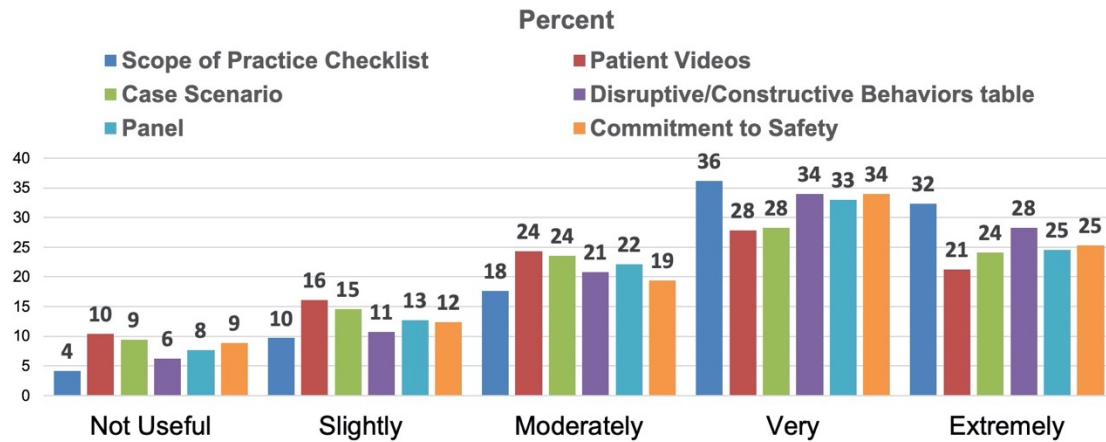
**Which of the following terms best describes when a person is publicly supporting or praising their team members in front of patients in order to inspire confidence in their healthcare team and site?**



### **Usefulness of Activities to Learn about Professions, Scope of Practice, Team Behaviors (16 items)**

*Students found the scope of practice checklist the most useful. The disruptive/constructive behaviors, panel discussion, and commitment to safety were also useful.*

## How useful were the following in learning ABOUT each other's professions? (N = 403)

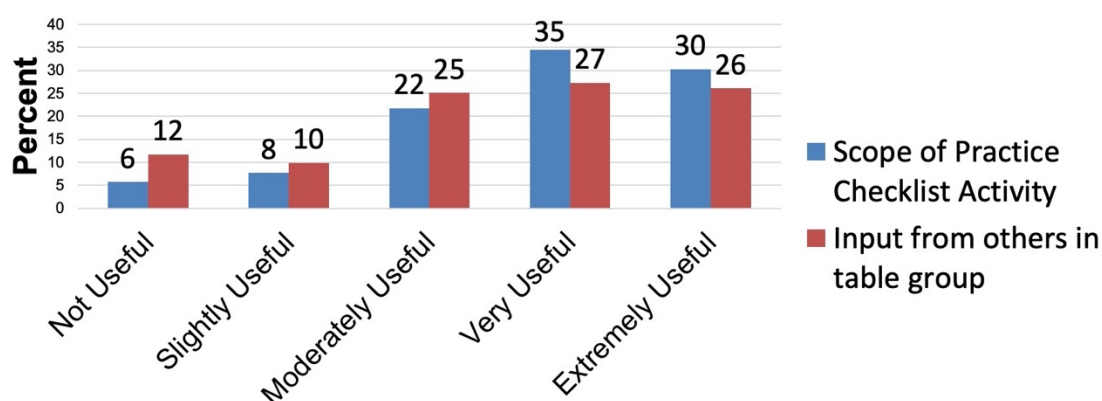


How useful were the following in learning ABOUT each other's professions? (Table format)

N = 403	Not Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Scope of Practice Checklist					
	4% (17)	10% (39)	18% (71)	36% (146)	32% (130)
Patient Videos					
	10% (42)	16% (65)	24% (98)	28% (112)	21% (86)
Case Scenario (Role playing illustrating team behaviors)					
	9% (38)	15% (59)	24% (95)	28% (114)	24% (97)
Disruptive/Constructive Behaviors table					
	6% (25)	11% (43)	21% (84)	34% (137)	28% (114)
Panel Discussion					
	8% (31)	13% (51)	22% (89)	33% (133)	25% (99)
Commitment to Safety					
	9% (36)	12% (50)	19% (78)	34% (137)	25% (102)

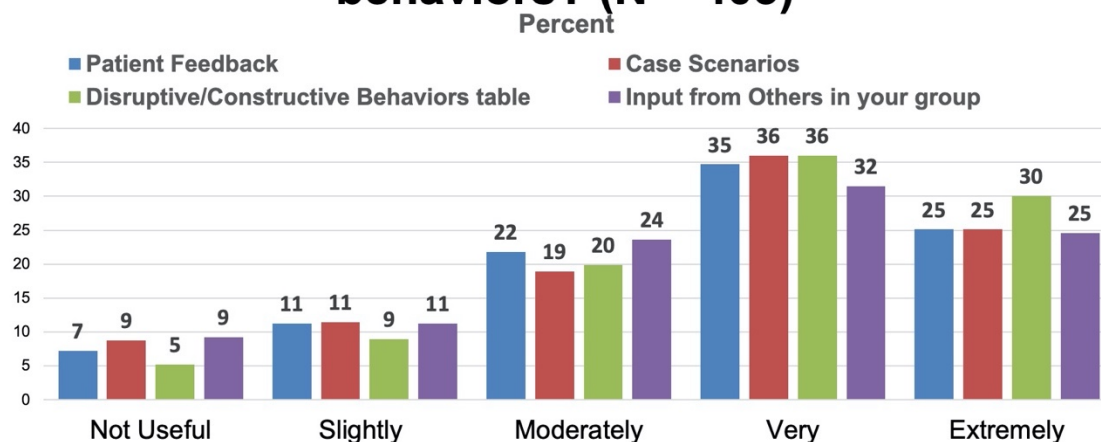
Students found the scope of practice checklist activity more useful than the input from others in their group (graph below).

### How useful were the following in DEVELOPING your understanding ABOUT the 'scope of practice' for various healthcare professions? N = 403



Students found the disruptive/constructive behaviors table the most useful. The case scenarios, patient feedback, and input from others were also useful teaching tools.

### How useful were the following in teaching you to recognize disruptive and constructive team behaviors? (N = 403)

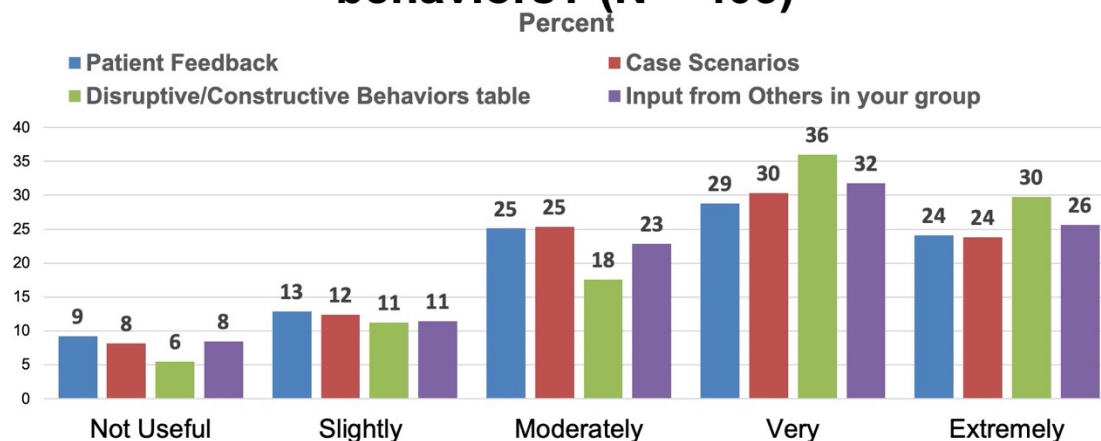


How useful were the following in teaching you to recognize disruptive and constructive team behaviors? (Table format)

N = 403	Not Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Patient Feedback					
	7% (29)	11% (45)	22% (88)	35% (140)	25% (101)
Case Scenarios (role-play illustrating team behaviors)					
	9% (35)	11% (46)	19% (76)	36% (145)	25% (101)
Disruptive/Constructive Behaviors table					
	5% (21)	9% (36)	20% (80)	<b>36% (145)</b>	<b>30% (121)</b>
Input from others in your group					
	9% (37)	11% (45)	24% (95)	32% (127)	25% (99)

*Like the previous graph and table, the disruptive/constructive behaviors table was the most useful. This was following closely by input from others, case scenarios, and patient feedback.*

## How useful were the following in teaching you to identify constructive alternatives to disruptive behaviors? (N = 403)





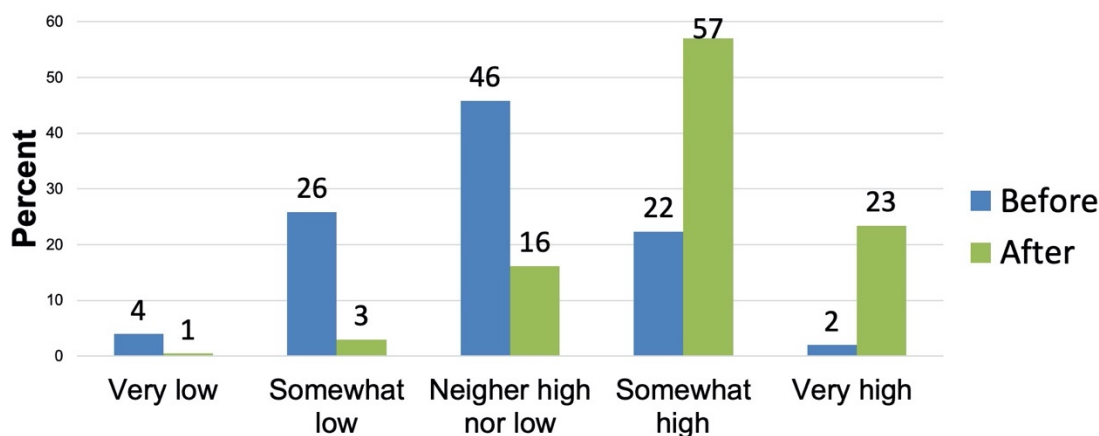
How useful were the following in teaching you to identify constructive alternatives, to disruptive behaviors? (Table format)

N = 403	Not Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Patient Feedback					
	9% (37)	13% (52)	25% (101)	29% (116)	24% (97)
Case scenarios (role play – illustrating team behaviors)					
	8% (33)	12% (50)	25% (102)	30% (122)	24% (96)
Disruptive/Constructive Behaviors table					
	6% (22)	11% (45)	18% (71)	<b>36% (145)</b>	<b>30% (120)</b>
Input from others in your table group					
	8% (34)	11% (46)	23% (92)	32% (128)	26% (103)

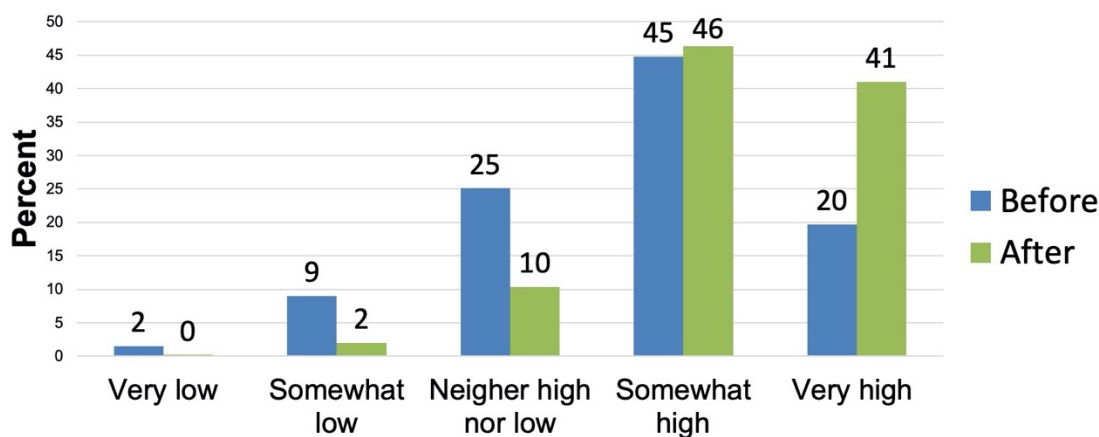
### Retrospective Pre/Post: Scope of Practice, Stereotypes, Disruptive Behaviors

1. My knowledge of professional scope of practice and roles of health care professionals (*student knowledge increased significantly pre and post*)
2. My awareness of the existence of stereotypes among health care professional groups (*students started with a high level of awareness of existing stereotypes and this increased after the activity*)
3. My understanding of disruptive behaviors and the impact on teamwork (*students started with a high level of understanding and this increased after the activity*)
4. My ability to identify the broad range of disruptive behaviors from subtle/passive to overt/aggressive (*students significantly increased their ability to identify the broad range of disruptive behaviors*)

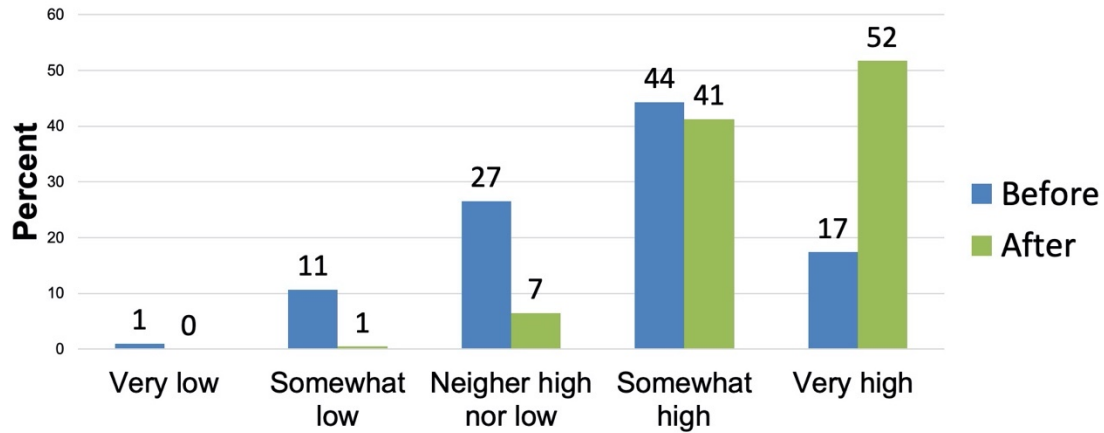
## My knowledge of professional scope of practice and roles of health care professionals (N=402)



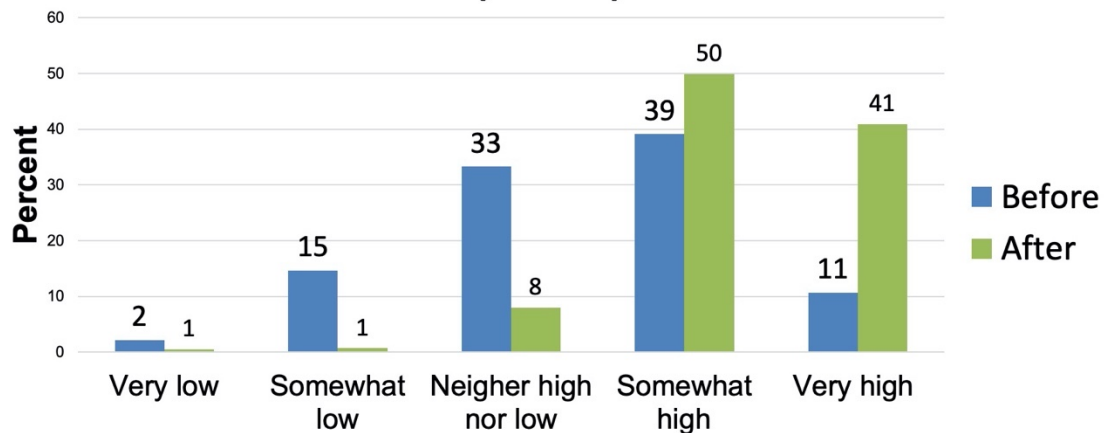
## My awareness of the existence of stereotypes among health care professional groups (N=402)



## My understanding of disruptive behaviors and the impact on teamwork (N=402)



## My ability to identify the broad range of disruptive behaviors from subtle/passive to overt/aggressive (N=402)



## Scope of Practice

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For each item, indicate whether you think the activity falls within the scope of practice of a newly licensed pharmacist (PharmD), nurse (RN), and/or physician (MD or DO). You may check none or more than one box for an item.

	Pharmacist (PharmD)	Nurse (RN)	Physician (MD/DO)
Prescribe medications for a patient with metabolic syndrome at an urban community clinic	333	54	395
Oversee the purchasing and institution wide supply of medications at a community hospital	395	70	118
Carry out physical exam maneuvers at an urban community health clinic	351	389	399
Act as the team leader	357	362	396
Act as a bedside manager to coordinate resources and timelines within daily care of the patient at a large urban hospital	76	392	126
Assign a medical diagnosis in a university hospital	49	33	397

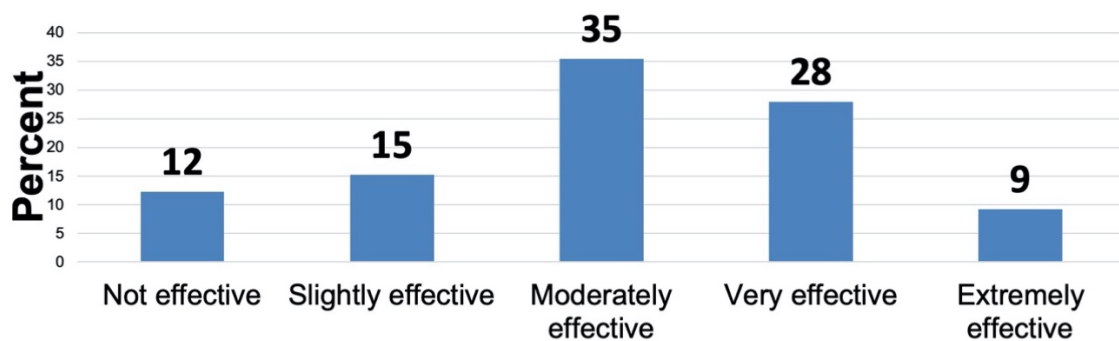
## Effectiveness, Engagement, and Satisfaction

(There are two slides per question – 2<sup>nd</sup> one shows responses by session)

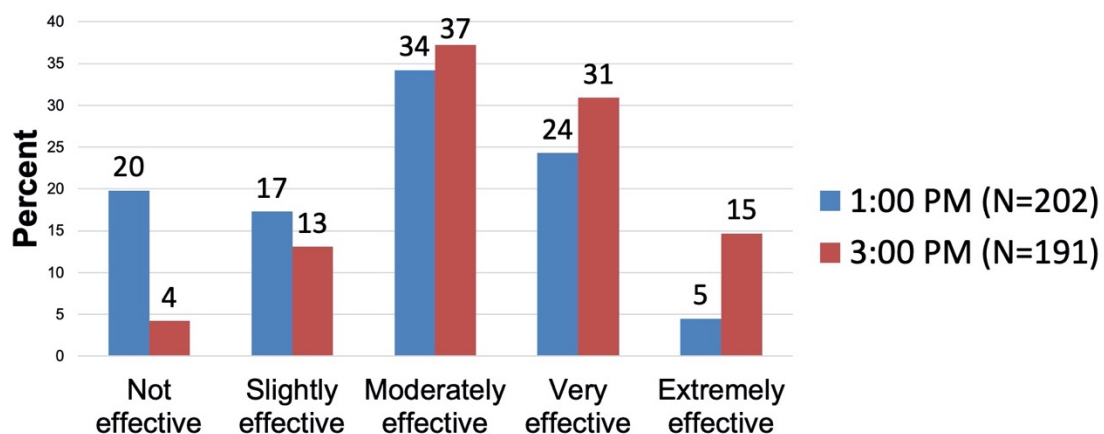
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*Overall, the student responses from the 3pm session were more positive.*

### How effective was student-led-facilitation in breakout activities? N = 401



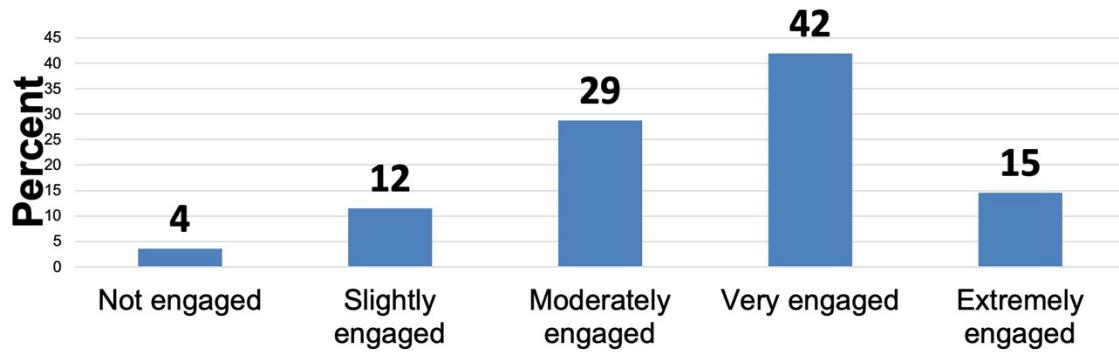
### How effective was student-led facilitation in breakout activities? (by session)



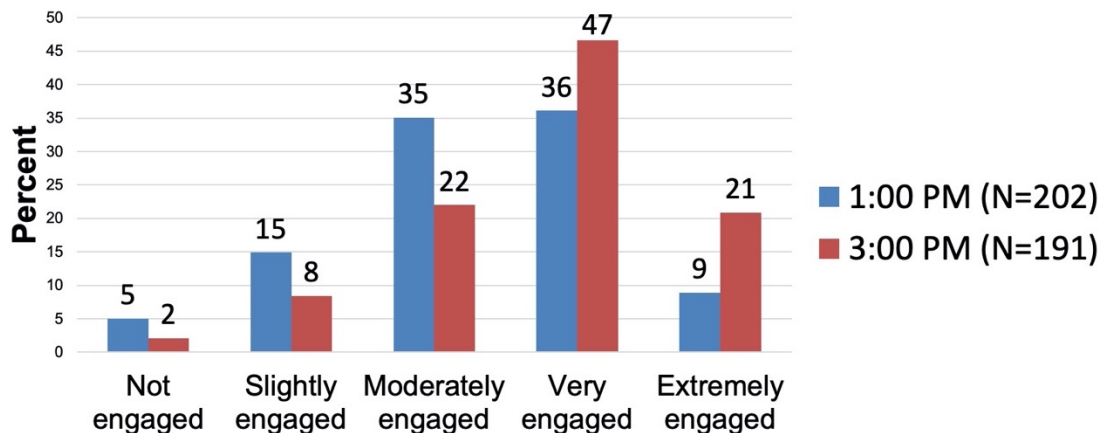
Note: Not all students identified their time

## To what degree were you engaged in the online activity and/or discussion?

N = 401

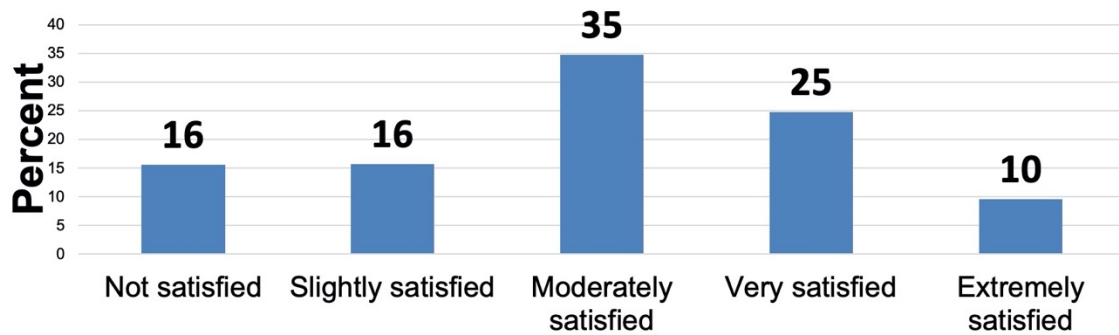


## To what degree were you engaged in the online activity and/or discussion? (by session)

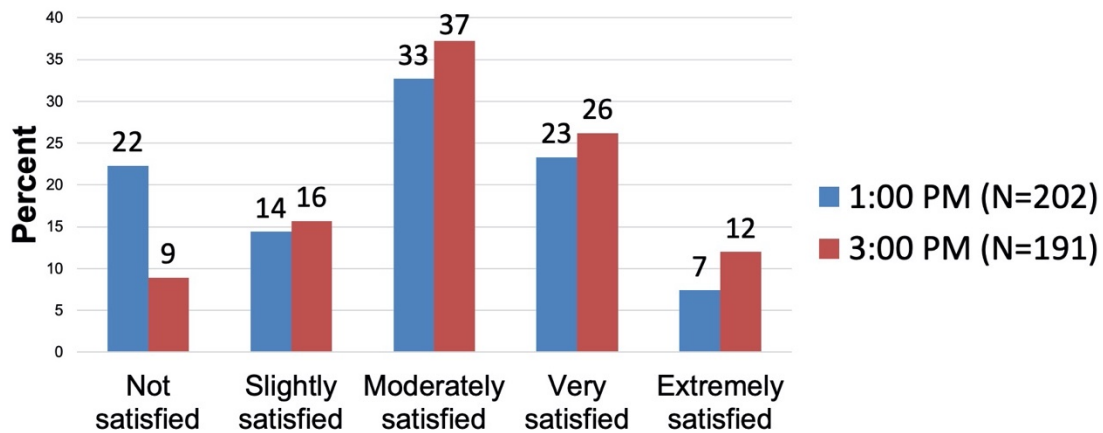


Note: Not all students identified their time

## Overall, how satisfied were you with this IPE? N = 401



## Overall, how satisfied were you with this IPE? (by session)



Note: Not all students identified their time

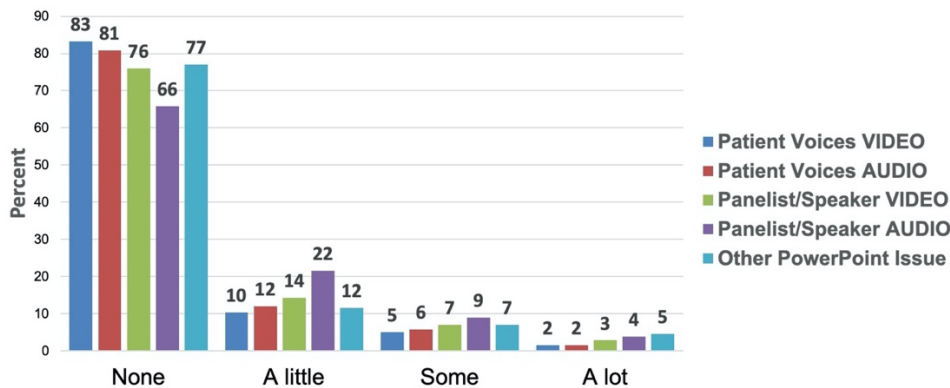
## Device and Technical Difficulties

*Technical difficulties were minimal for most students.*

### What type of device did you use during the event?

Mac = 262    PC = 128    Phone or other device = 11    Missing = 7

## Did any technical difficulty interfere with your learning experience?



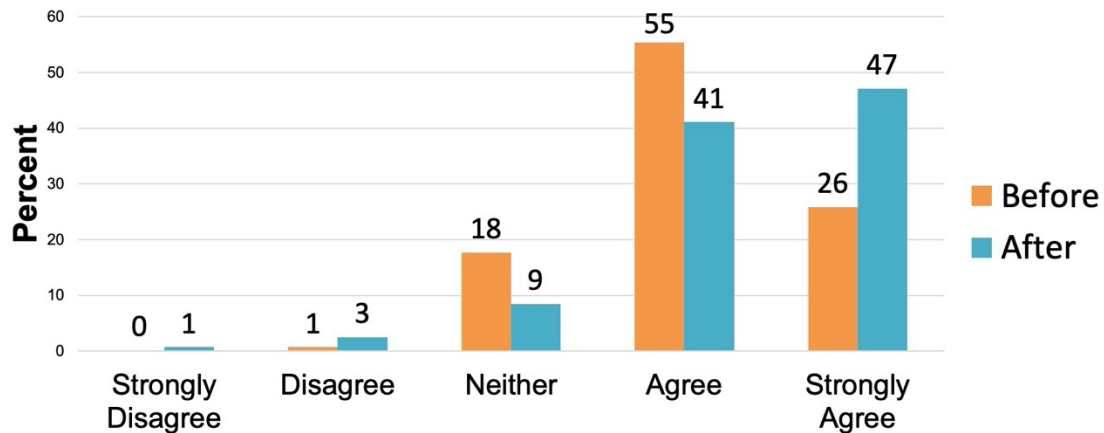
As a group, more than 65% of students did not experience any technical difficulties. The following table shows that students who used a Mac or PC experienced little to no technical difficulties. The small number of students who used a phone experienced some technical difficulty especially when it came to the panelist/speaker audio issue.

The following table presents results by DEVICE used

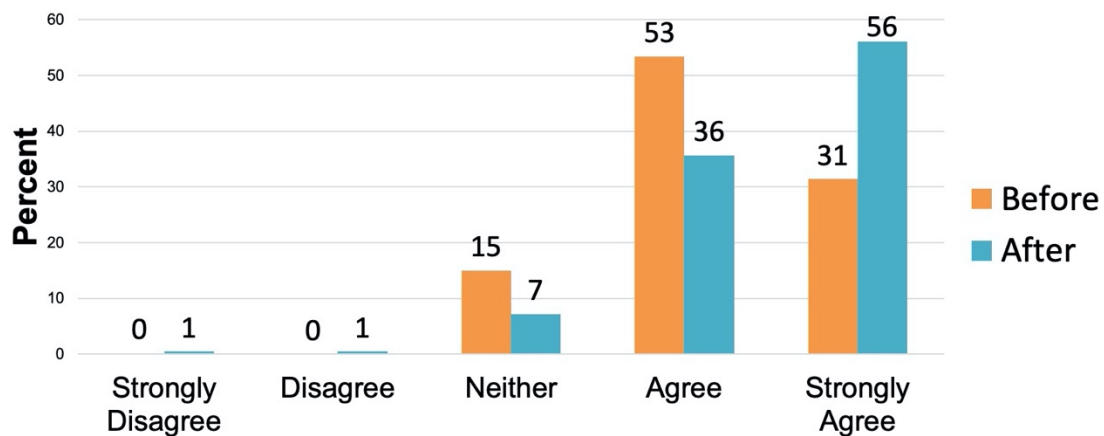
Percentages (rounded)	None	A Little	Some	A Lot
<b>Mac (N=261)</b>				
Patient Voices Video	85	9	5	2
Patient Voices Audio	83	9	6	2
Panelist/Speaker Video	76	13	8	3
Panelist/Speaker Audio	66	21	10	3
Other PowerPoint Issue	76	12	7	5
<b>PC (N=128)</b>				
Patient Voices Video	82	13	4	2
Patient Voices Audio	79	16	3	2
Panelist/Speaker Video	78	16	3	3
Panelist/Speaker Audio	66	23	8	3
Other PowerPoint Issue	80	11	6	3
<b>Phone or Other Device (N=11)</b>				
Patient Voices Video	64	18	18	0
Patient Voices Audio	46	27	27	0
Panelist/Speaker Video	64	18	18	0
Panelist/Speaker Audio	46	27	9	18
Other PowerPoint Issue	73	18	9	0



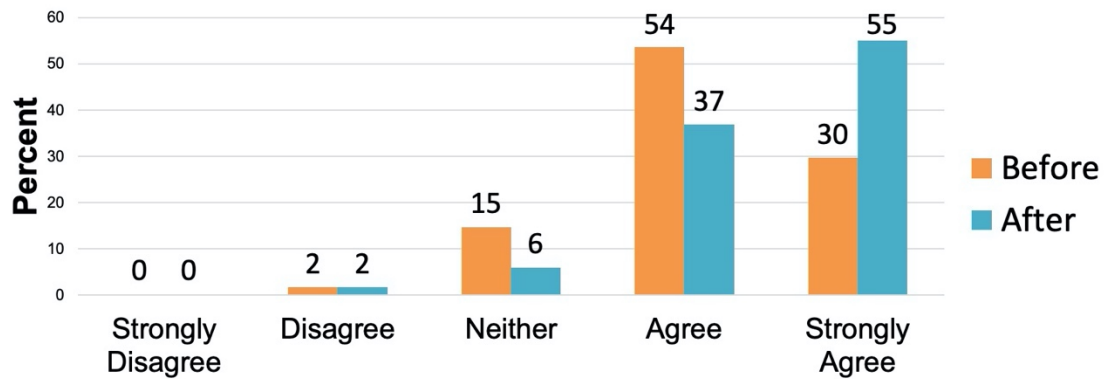
**Shared learning will help me think positively about other professionals (N = 401)**



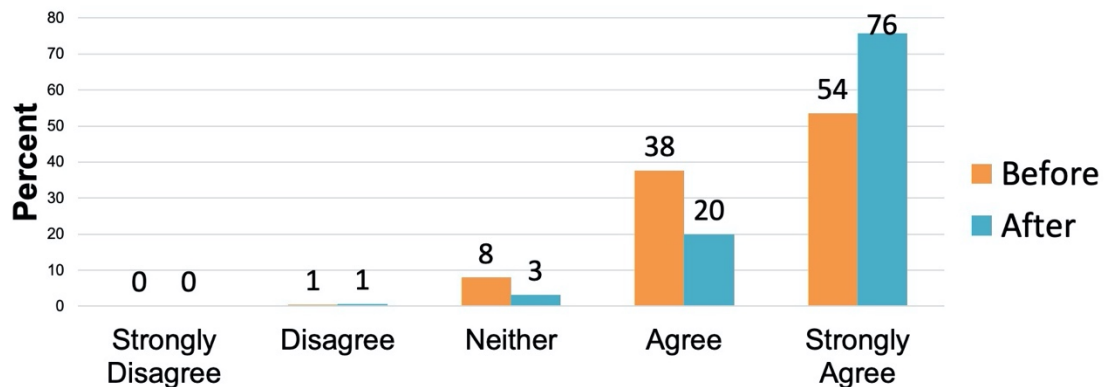
**Learning with other students will help me become a more effective member of a health care team (N = 401)**



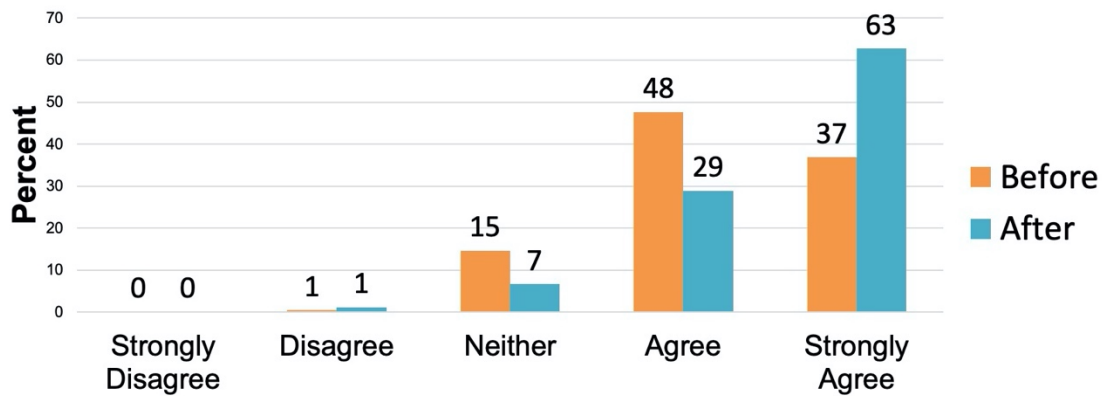
**Shared learning experiences with other health care students will increase my ability to understand clinical problems (N = 401)**



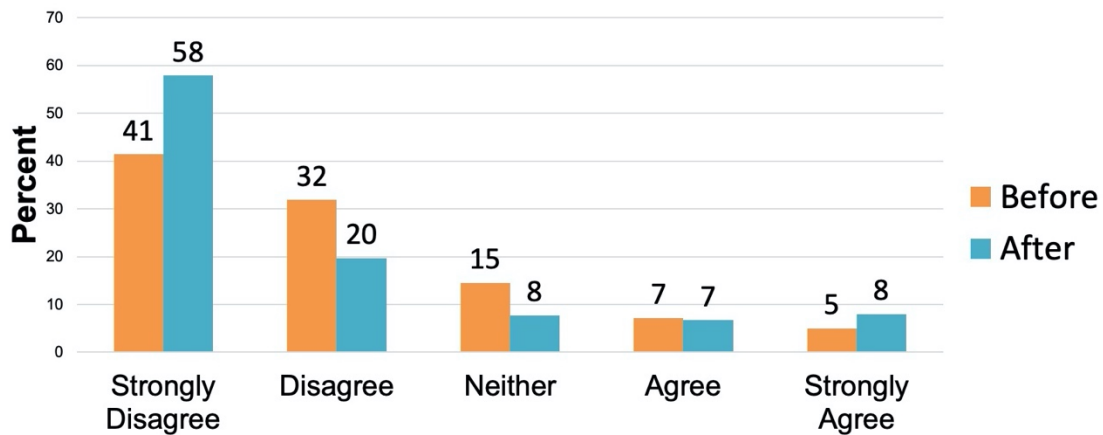
**Patients would ultimately benefit if health science students worked together to solve patient problems (N = 401)**



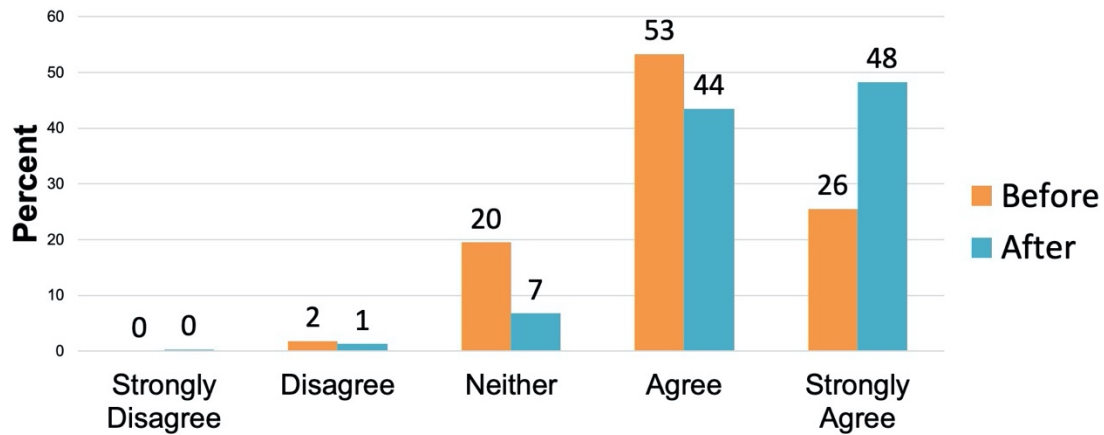
**Shared learning experiences with other health care trainees will help me communicate better with patients and other professionals (N = 401)**



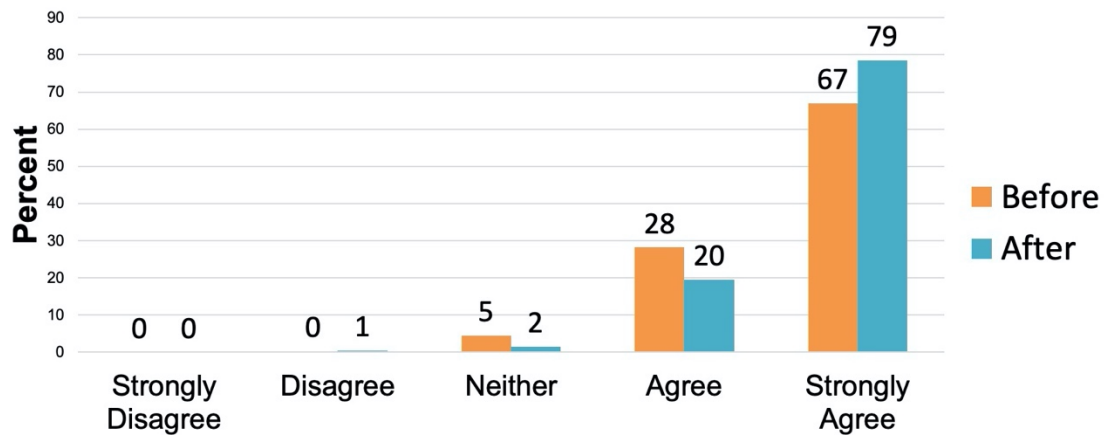
**It is not necessary for health care trainees to learn together (N = 401)**



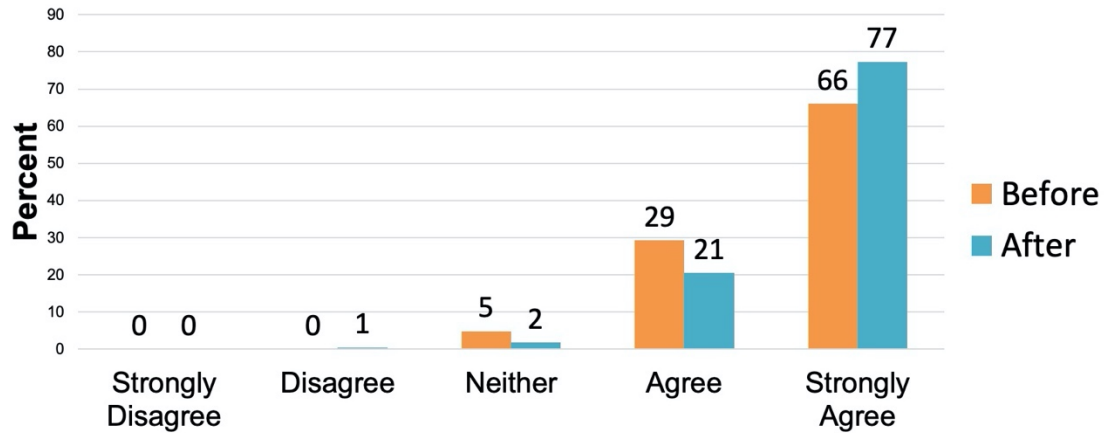
**Shared learning experiences will help me understand my own limitations (N = 400)**



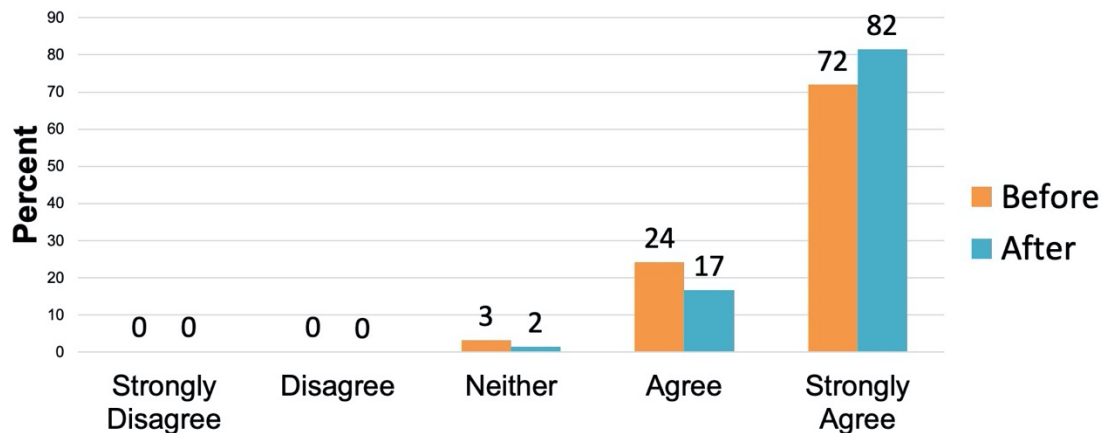
**It is important for me to communicate compassion to my patients (N = 400)**



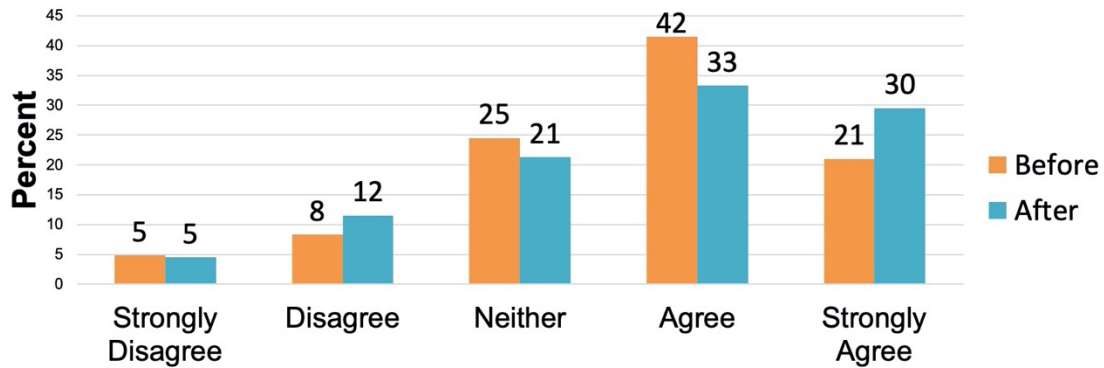
**In my profession one needs skills in interacting and co-operating with patients (N = 400)**



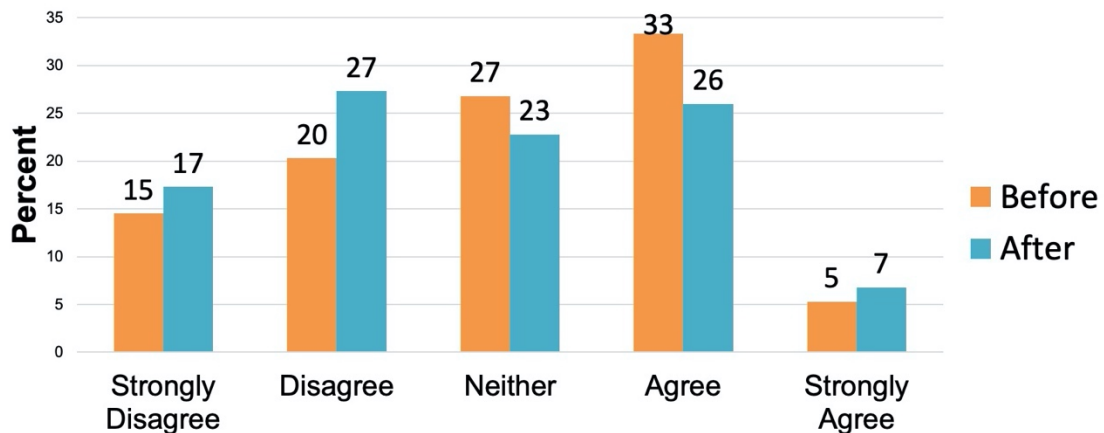
**It is important to me to understand the patient's side of the problem (N = 400)**



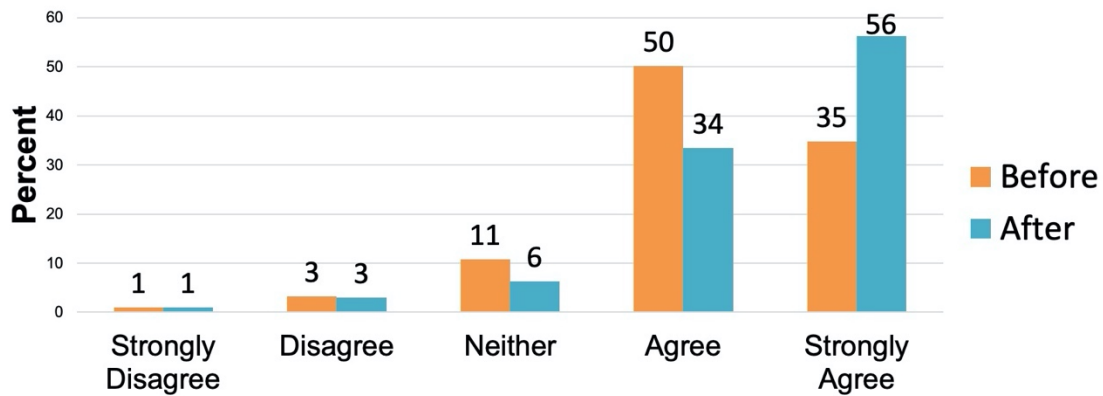
**Health professionals/students from other disciplines have prejudices or make assumptions about me because of the discipline I am studying (N = 400)**



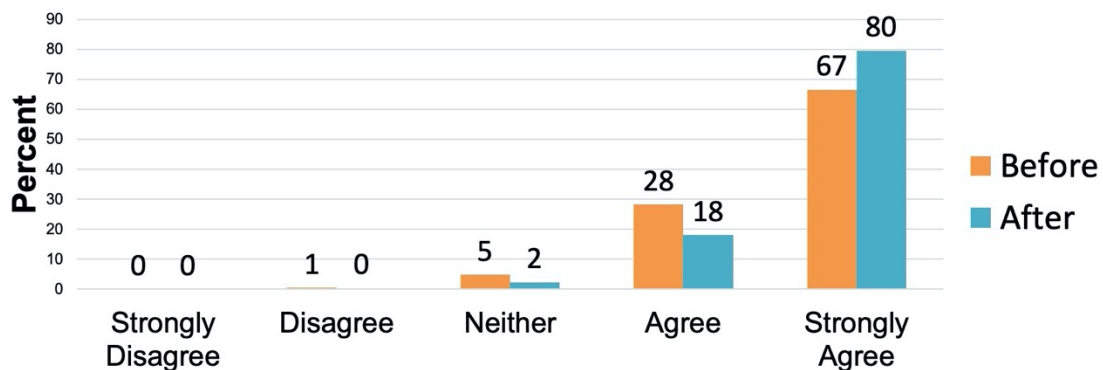
**I have prejudices or make assumptions about health professionals/students from other disciplines (N = 400)**



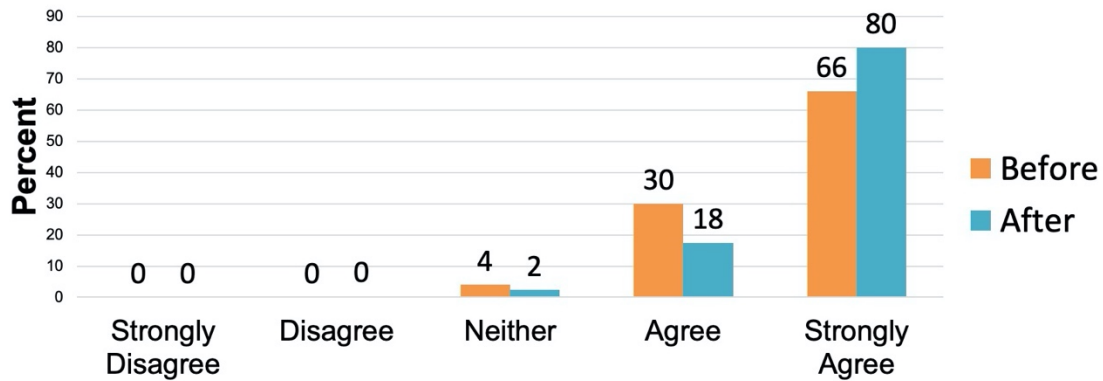
**Prejudices and assumptions about health professionals from other disciplines get in the way of delivery of health care (N = 400)**



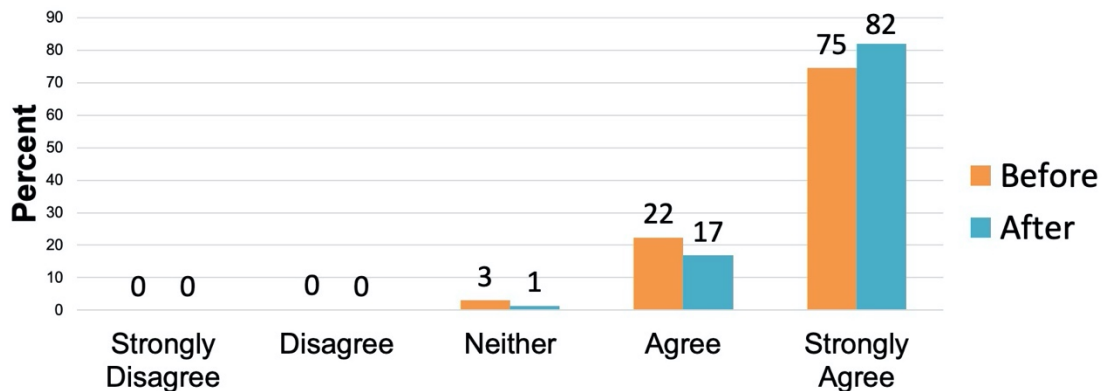
**It is important for health professionals to respect the unique cultures, values, roles/responsibilities, and expertise of other health professions (N = 400)**



**It is important for health professionals to understand what it takes to effectively communicate across cultures (N = 400)**

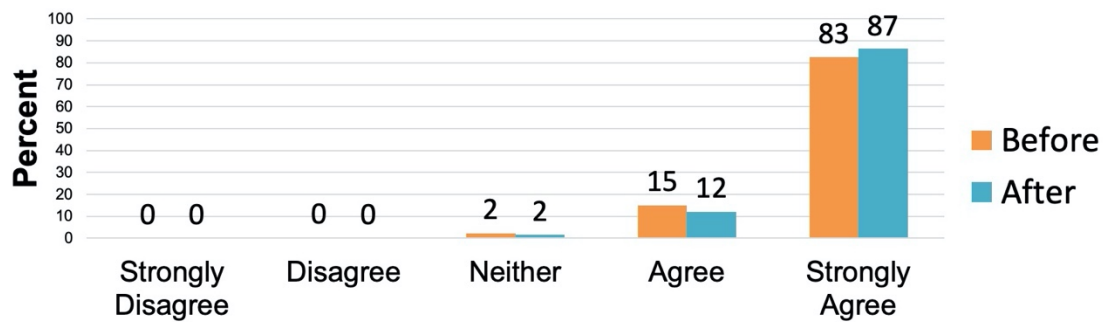


**It is important for health professionals to respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care (N = 400)**

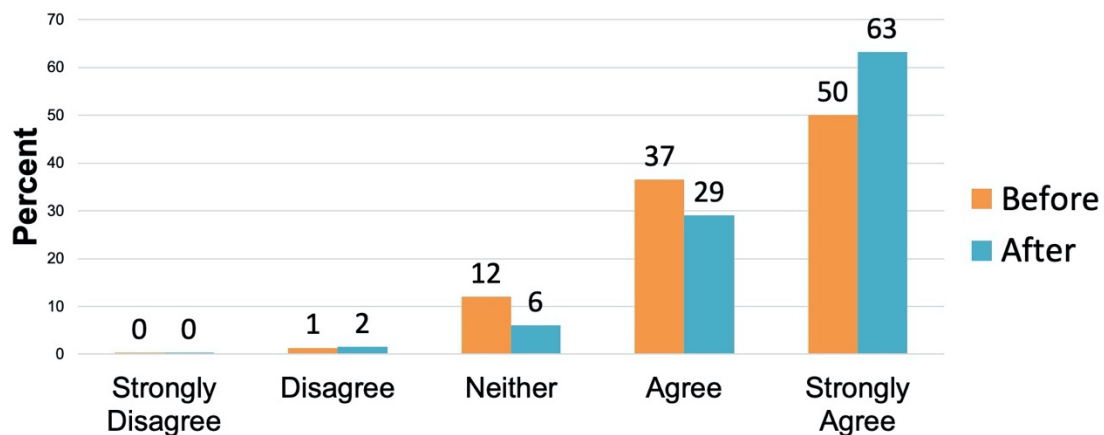




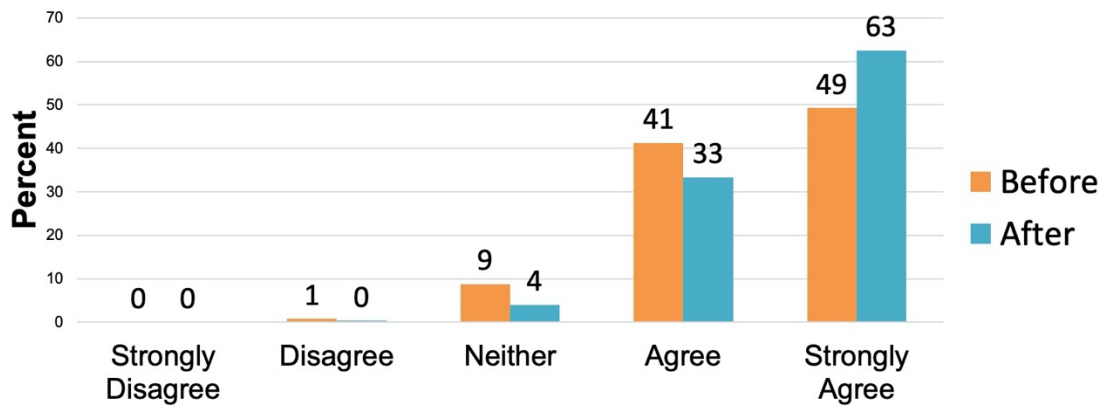
**It is important for health professionals to provide excellent treatment to patients regardless of their background, e.g., race, ethnicity, gender, sexual orientation, religion, class, national origin, immigration status, or ability (N = 400)**



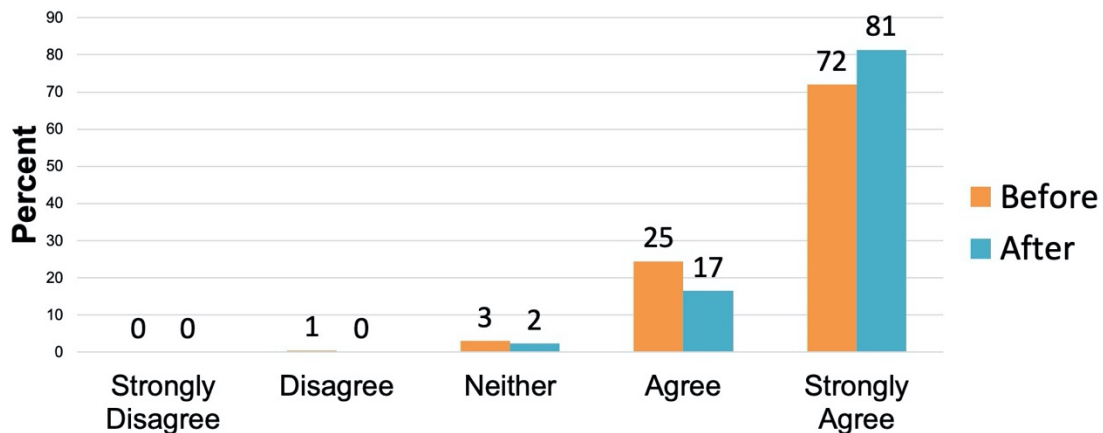
**It is important for health professionals to work with non-clinicians to deliver more effective health care (N = 400)**



**It is important for health professionals to work with public health administrators and policy makers to improve delivery of health care (N = 400)**



**It is important for health professionals to be advocates for the health of patients and communities (N = 400)**



**Interprofessional Attitudes Scale (IPAS)**  
**2020 Patient Safety Paired T with Means**

<b>Question/Item</b> Strong Disagree to Strongly Agree (values of 1 to 5)	<b>N</b>	<b>Pre Mean</b>	<b>Post Mean</b>	<b>t</b>	<b>Sig (2-tailed)</b>
1. Shared learning experiences will help me think positively about other health care professionals.	401	4.06	4.31	-6.27	.000
2. Learning with other students will help me become a more effective member of a health care team.	401	4.16	4.46	-8.93	.000
3. Shared learning experiences with other health care students will increase my ability to understand clinical problems.	401	4.11	4.45	-10.19	.000
4. Patients ultimately benefit if health science students worked together to solve patient problems.	401	4.44	4.70	-8.89	.000
5. Shared learning experiences with other health care trainees will help me communicate better with patients and other professionals.	401	4.20	4.53	-9.47	.000
6. It is not necessary for health care trainees to learn together.	401	2.02	1.87	4.68	.000
7. Shared learning experiences will help me understand my own limitations.	400	4.03	4.38	-10.89	.000
8. It is important for me to communicate compassion to my patients.	400	4.62	4.76	-7.21	.000
9. In my profession one needs skills in interacting and co-operating with patients.	400	4.61	4.75	-6.72	.000
10. It is important for me to understand the patient's side of the problem.	400	4.68	4.79	-6.67	.000
11. Health professionals/students from other disciplines have prejudices or make assumptions about me because of the discipline I am studying.	400	3.66	3.72	-1.41	.000
12. I have prejudices or make assumptions about health professionals/students from other disciplines.	400	2.95	2.78	4.73	.000
13. Prejudices and assumptions about health professionals from other disciplines get in the way of delivery of health care.	400	4.14	4.41	-8.95	.000
14. It is important for health professionals to respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.	400	4.61	4.77	-7.88	.000
15. It is important for health professional to understand what it takes to effectively communicate across cultures.	400	4.62	4.77	-6.82	.000

<b>Question/Item</b> Strong Disagree to Strongly Agree (values of 1 to 5)	<b>N</b>	<b>Pre Mean</b>	<b>Post Mean</b>	<b>t</b>	<b>Sig (2-tailed)</b>
16. It is important for health professionals to respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.	400	4.71	4.81	-5.79	.000
17. It is important for health professionals to provide excellent treatment to patients regardless of their background, e.g., race, ethnicity, gender, sexual orientation, religion, class, national origin, immigration status, or ability.	400	4.80	4.85	-3.97	.000
18. It is important for health professionals to work with non-clinicians to deliver more effective health care.	400	4.35	4.54	-7.94	.000
19. It is important for health professionals to work with public health administrators and policy makers to improve delivery of health care.	400	4.39	4.58	-7.93	.000
20. It is important for health professionals to be advocates for the health of patients and communities	400	4.68	4.79	-5.81	.000
<b>The following questions were not included in the Patient Safety Post Survey</b>					
21. Establishing trust with my patients is important to me.					
22. Thinking about the patient as a person is important in getting treatment right.					
23. It is important for health professionals to work on projects to promote community and public health.					
24. I welcome the opportunity to work on small-group projects with other health care professions.					
25. Shared learning before graduation will help me become a better team player.					
26. It is important for health professionals to work with legislators to develop laws, regulations, and policies that improve health care.					
27. It is important for health professionals to focus on populations and communities, in addition to individual patients, to deliver effective health care.					

## Interprofessional Activities

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

	<b>Pre-Survey N=424</b>	<b>Post-Survey N=400</b>
Yes	71 (17%)	67 (17%)
No	353 (83%)	333 (83%)

**In what other interprofessional education (IPE) activity or activities did you previously participate? Select all that apply.**

<b>Activity</b>	<b>Pre-Survey</b>	<b>Post-Survey</b>
UAHS Patient Safety	1	10
UAHS Pandemic Flu	2	3
UAHS Disabilities	49	46
UAHS CPR Team Behavior	2	2
UAHS CLARION Case Competition	2	1
UAHS Opioid	6	6
UA Milagro	0	0
UA Poverty Simulation	0	0
IP Rural Health Professions Conference	2	1
Other IPE at UArizona	9	5
IPE at another institution	3	6
Text responses:	CPR, disabilities, disaster preparedness, introductory, patient safety while studying dietetics, team learning, same event	Communication and education, disaster training, not sure, this is the first IPE, this same event

## Personal Demographics – Included in Pre and Post

### Age:

Age Range	Pre-Survey N=424	Post Survey N=408
19 – 29	370	354
30 – 39	49	49
40 – 49	5	5
50 – 59	0	0

### Gender:

	Pre-Survey N=424	Post-Survey N=401
Male	119	106
Female	303	292
Non-binary, not exclusively male or female	1	0
Transgender Male/Trans male	0	0
Transgender Female/Trans Woman	0	0
Additional gender category you prefer	0	1
I don't want to say	1	2

### Ethnicity:

	Pre-Survey N=418	Post-Survey N=408
Hispanic or Latino	98	95
Non-Hispanic or Non-Latino	320	304

### Which best describes how you identify or see yourself (you may select more than one)

	Pre-Survey	Post-Survey
American Indian or Alaska Native	13	15
Asian	87	85
Black or African American	20	16
Native Hawaiian or Other Pacific Islander	3	3
Hispanic or Latinx/o/a or Chicano/a	79	78
White or European	249	236
Other:	22	22
Other Categories: Assyrian, beautiful - race doesn't exist, Brazilian, Egyptian, Indian, Middle Eastern, mixed, Pakistani American, Syrian Knanaya		

### Military Service:

	Pre-Survey N=420	Post-Survey N=399
No military service	412	391
Current active duty	0	2
Current active reserve	2	6

Prior military service-veteran status	6	0
Retired-non-combat	0	0

Post-Survey open-ended questions are included in a separate document. The comments are separated by the session with degree and year in program identified (1:00 pm and 3:00 pm).

Questions included:

1. Please provide your opinions about the event.
2. Briefly explain what you LIKED about the Interprofessionalism for Patient Safety event.
3. What changes do you feel would most improve interprofessional learning in the Interprofessionalism for Patient Safety event?